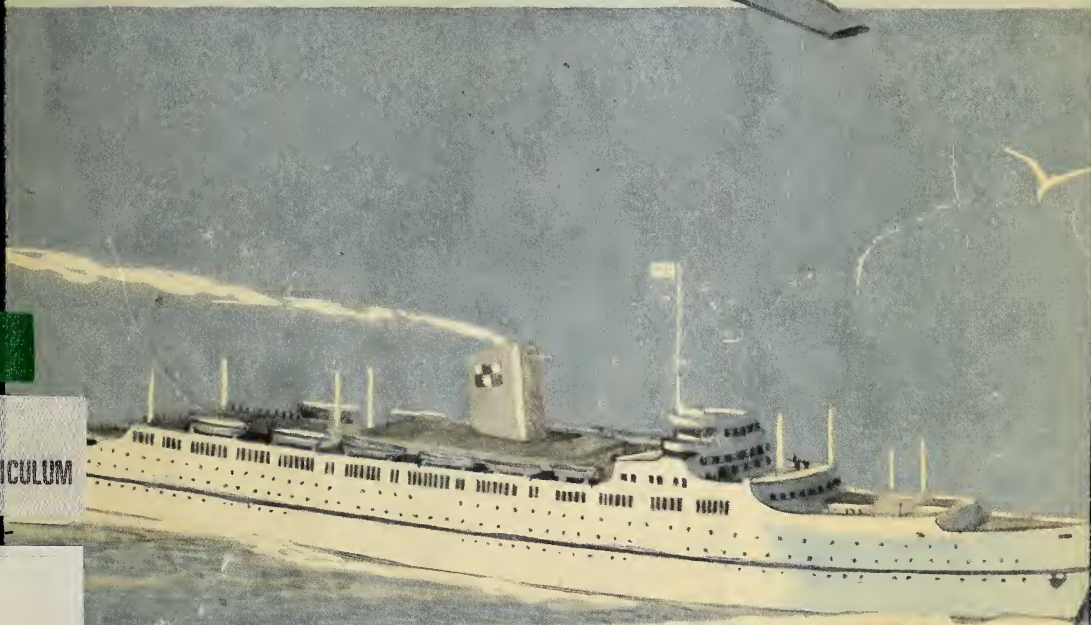
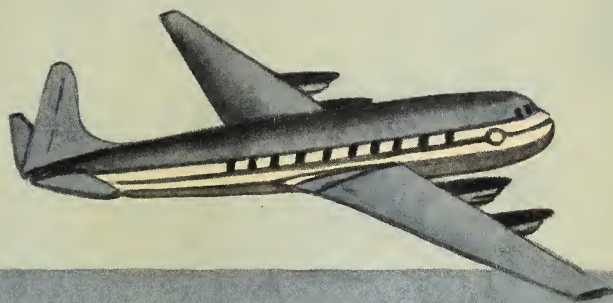


WORKBOOK

# Over Land and Sea



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# YOUR WORKBOOK

1. Look at the cover of your Reader. Write the name of the book as it appears on the cover.

2. The first page of this book is called the *half-title* page. At the bottom of this page you will find the name of the company that makes and sells this book. This company is the publisher. Write the name of the publisher on the line below.

The name of a book is called the *title*. Find the page at the beginning of your reader that looks like this:



This is called the *title page* of the book.

3. At the top of the title page is the name of the *series* of readers of which *Over Land and Sea* is one. Write the name of the series.

4. Name the ways of travel the illustration on the title page suggests.

5. A *copyright* page telling who controls the sale of the book, is usually printed on the back of the title page. Who has the copyright for *Over Land and Sea*?

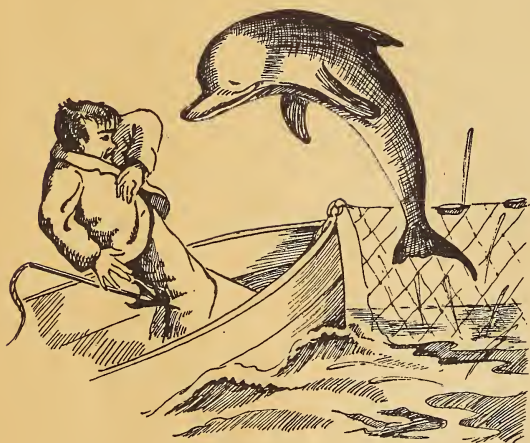
Following the copyright page you will find the *Contents*. What are the names of the Units listed here?

- |         |         |         |
|---------|---------|---------|
| 1. .... | 2. .... | 3. .... |
| 4. .... | 5. .... | 6. .... |
| 7. .... | 8. .... | 9. .... |

7. On pages 5, 6, and 7 you will find the *Contents*. The "Contents" is a list of the stories and poems in the Reader. It shows the title of each story or poem, the name of the *author* of each story or poem, and the page on which each story or poem begins.

Find the names of the authors of the following stories, and the number of the page on which each story begins.

<i>Story</i>	<i>Author</i>	<i>Page</i>
How Bambi Found the Meadow .....		
Messenger to the Enemy .....		
Bad Sir Brian Botany .....		
The Miller of the Dee .....		
The Robber and the Burglar .....		
The Golden Touch .....		



8. Find this picture in your Reader. On what page is it? .....

What is the name of the story in which it is found? .....

9. The stories beginning on pages 10, 21, 31, 43, 53, 158, and 307 were all written specially for *Over Land and Sea*. Write the titles of these stories and the names of the authors on the lines below.

<i>Title</i>	<i>Author</i>	<i>Page</i>
		10
		21
		31
		43
		53
		158
		307



## A MUSKOKA HOLIDAY

George and Betty Reid lived with their mother and father in a small house on a busy street in Toronto, Ontario. The Reids had never had money enough for a car or a summer cottage, or even for a holiday away from home all together. Nevertheless they were a very happy little family. Every summer George went to a Boy Scout camp for two weeks. Then for the rest of the year he had an early morning paper route. Betty helped her mother with the housework and had a week's holiday at her uncle's farm. When their father had his two weeks' holiday from the store where he worked, he usually spent his time working in the garden and going on short fishing trips. The family often went on picnics together to the beach and the parks in and near the city.

One day just before Mr. Reid's holidays in July, Mrs. Reid said, "You know I've never seen Muskoka and I've always wanted to. Suppose we all save our pennies and have a two days' trip to Muskoka!"

The family's response to this suggestion was enthusiastic and they all began to make plans. It was finally decided that they would travel by bus to Gravenhurst, stay overnight at a cabin there, and early next morning take the all-day boat trip through the Muskoka Lakes.

The day of departure came at last. Mother and Betty packed two baskets of food, while Dad and George tidied the place. That afternoon they all boarded the bus and soon were on their way north. They had done so little travelling that this trip was very exciting. George and Betty were trying to look in all directions at once.

"Look, George, what's this town? Can you see that sign?"

"Richmond Hill—altitude 762 feet above sea level. My goodness, it doesn't *feel* that high, does it?"

"What is that queer looking building over there on the right on top of that hill?"

The bus driver told them it was the Dunlap Observatory where the stars were studied through big telescopes.

"You could go there on visitors' night and look through them yourself," he said.

George decided, then and there, that he was certainly going to do that very thing.

A little later Mr. Reid was gazing in admiration at the acres of market gardens in the Holland Marsh near Bradford. He would have been quite content to stop and spend a day looking at that wonderful bit of land and its produce. But not the rest of the family! Muskoka couldn't come fast enough for them.

They passed quickly through the busy town of Barrie, caught glimpses of Lake Simcoe, and soon after came to Orillia on Lake Couchiching. Beside this lovely little blue-green lake the road went on northward to the village of Washago and then on to Gravenhurst.

By this time the travellers were aware of rather an abrupt change in the appearance of the country. Great rocks and boulders appeared; there were many more pine trees, fewer farms and gardens, the soil looked sandy and thinly spread over the rock. But it was all very beautiful and the air was fresh and bracing.

The highway was smooth, broad, and fairly straight, at times running between high walls of recently blasted rock. Mr. Reid said that when he was a boy this was a narrow sand and gravel road turning and twisting to avoid the boulders. Before that he said it had probably been just a corduroy trail.

When they reached Gravenhurst they at once bought their tickets for next day's boat trip and then found a cabin where they could prepare their supper and spend the night. Early next morning they were at Muskoka Wharf ready to board the steamer *Sagamo*.

The children mingled with the other passengers, and ran all over the boat from the top deck down to the engine room into which they peered cautiously. Their parents found



7. Richmond Hill is south of Toronto.
8. George was interested in astronomy (the study of the stars).
9. The family stayed at the Holland Marsh for half a day.
10. Orillia is north of Barrie.
11. Barrie is on Lake Couchiching.
12. The country around Gravenhurst is different from that around Toronto.
13. It is hard to build a straight highway through rocky country.
14. The family slept and ate at hotels and restaurants.
15. George and Betty were bored on the boat.
16. Mr. and Mrs. Reid sat still most of the time on the boat.
17. There are only three lakes in Muskoka.
18. The steamer sometimes had to move carefully to avoid rocks.
19. Lake Rosseau and Lake Muskoka are not at the same level.
20. There are only a few islands in the lakes.



## WORDS THAT DESCRIBE

The story, *Pickles*, beginning on p. 21 of *Over Land and Sea*, contains many well-described pictures. The author has made good use of words which help us to see the events and scenes in her story clearly. Let us notice some of these words that describe.

On p. 21 the words describing the sky are "blue and cloudless". In the left hand column below write the words the author has chosen to describe the things listed on the right. There may be more than one word used to describe a thing. If so, list them all.

p. 21 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

p. 22 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

p. 23 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

combine

sea of waving grain

giant

nose

chaff

elephant

trunk

bread

buns

pies

days

food

morning

supply

machinery

kitchen

gong

fields

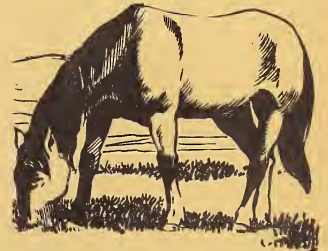
chores

friend

months

colt

hand



## THINGS THAT ARE DESCRIBED

Now you have found and written down a great many describing words, suppose you look for the words which tell us what is described by the words in the left column below. Write these things that are described on the right side.

p. 23      good

wobbly

soft

p. 24. central

wide

finest

huge

precious

neighbouring

freight

fortunate

heavy

p. 25      little

evening

extra

p. 26      yellow

beautiful

rose

golden

western

glossy

long

rosy

thin

## CHOOSING THE RIGHT WORD

### I

Fill in the correct describing word.

When Mary went down to breakfast she noticed that it was snowing. She was glad for she loved \_\_\_\_\_ weather and \_\_\_\_\_ sports. She was excited and burned her mouth with the \_\_\_\_\_ porridge. Quickly she took a drink of \_\_\_\_\_ milk to cool it. After breakfast she got out her \_\_\_\_\_ boots, her \_\_\_\_\_ coat and her \_\_\_\_\_ mittens and off she went. It was \_\_\_\_\_ snow and made wonderful snowballs. Mary made so many that she was almost the \_\_\_\_\_ child to go



in the school door. In a great hurry she hung up her \_\_\_\_\_ things without shaking off the \_\_\_\_\_ snow and ran into the classroom.

### II

In the following paragraph some of the describing words are wrong and do not properly describe what they are supposed to. Find these mistakes, cross out each one and write the correct describing word in the margin opposite.

Lee could see long blue flames flickering against the bright sunny sky. He knew at once that it must be a forest fire and he ran to the barn for his young horse, Pickles. The horse galloped along the cement road as Lee hurried to get the heavy plough. Although Lee was a small boy he could hardly hold the plough, but at last he succeeded in making the dull steel blade cut into the tight heavy soil. They went back and forth over the short strip of ground between the buildings and the fire until they were both exhausted. But they succeeded in saving the school buildings and the house.

### III

Each of the following sentences has a blank space in which one of the words in the list below belongs. Find the correct word and write it in the space.

vivid  
flickered  
horizon  
furrow

assure  
progress  
stubble  
detail

feverishly  
modern  
frail  
gaping

decision  
chaff  
sheaves  
linger

1. The mother bird dropped the worms into the \_\_\_\_\_ beaks of her little ones.
2. A harvest field filled with \_\_\_\_\_ of golden wheat is a splendid sight.
3. \_\_\_\_\_ machinery makes a farmer's work much easier.
4. I felt that I shouldn't \_\_\_\_\_ too long or I might be late for school.
5. Lee had been \_\_\_\_\_ when he was a baby but now he had grown strong and husky.
6. I \_\_\_\_\_ you that I will do everything possible to help you.
7. I still have a very \_\_\_\_\_ picture of the fire in my mind.
8. The workmen are making rapid \_\_\_\_\_ with the subway.
9. Father finally made his \_\_\_\_\_ about moving to the country.
10. At the ploughing contest the prize went to  
the man who ploughed the straightest \_\_\_\_\_.
11. John was very sick and was talking \_\_\_\_\_ in his sleep.
12. After the harvest was gathered only the \_\_\_\_\_ remained.
13. The candle flame \_\_\_\_\_ and then went out.
14. Every \_\_\_\_\_ of the attack must  
be well planned beforehand.

15. The clouds were so  
low that the  
\_\_\_\_\_ could  
hardly be seen.
16. At the threshing, the  
grain is separated  
from the \_\_\_\_\_.

Use after page 30.



*This illustration is from the story  
"The Brothers".*

## NAMES

(Pages 31-42 of *Over Land and Sea*)

1. How many names have you? .....

Write your full name. ....

Your family name is your *surname*. Underline your surname. ....

What is the surname of the boys in the story *The Brothers*? .....

Your other names are your *given* (or *Christian*) names. Draw a line around each of your Christian names.

2. How many children are mentioned in *The Brothers*? List their Christian names.

.....	.....
.....	.....
.....	.....
.....	.....

3. Write the names of the animals mentioned.

.....

4. Are *Père* and *Mère* names of people? ..... What do these words mean?

*Père* means ..... *Mère* means .....

5. The members of the family in this story speak French, and their names have a French sound. Wherever possible, write the English form of the Christian names above, beside the French.

6. Write the name of the lake mentioned. Find it on a map in your Atlas. ....

.....

7. There are several French words given in the story. Write them down with the English word beside each (not the words in the poem).

.....	.....
.....	.....
.....	.....
.....	.....

8. What do you think the girls in the story will be doing all day after they finish getting in the wood? .....

.....

9. Now look at the poem on p. 36. By looking carefully at the English translation given below the French, write the French words opposite the English words below.

shepherd maiden .....

little .....

who .....

minded .....

sheep .....

10. Outside a farm house in the province of Quebec, there is a sign that says "BLANKETS TO SALE" Write down two ways that this sign might be correctly written.

1. ....

2. ....

Why do you think the farm people had not made the sign correctly?

11. The rough road that wound through the woods must be broken out and the pails scattered.

Which of (a), (b), and (c) expresses the correct meaning of the sentence above? Place X before the one you think is correct.

..... (a) Trees must be cut down to make a road and the milk pails taken out to be used when the cows are being milked.

..... (b) A trail must be made through the deep snow and the sap pails must be spread through the woods.

..... (c) Stones and rocks must be removed from the road to make it smooth, and the old worn out sap buckets must be thrown away.

12. Write the sentence on page 33 that tells us that these children were accustomed to obeying their father without arguing.

13. Write the sentence that tells us that it would not be a good idea to throw a snowball that Henri would see. (page 34)

14. Write the sentence that tells us that Jacques had no idea of the heavy mass of snow rushing down the hillside toward him. (p. 38)

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15. Write the sentence that tells that it was easy to see Jacques was hurt for he couldn't get up. (p. 39)

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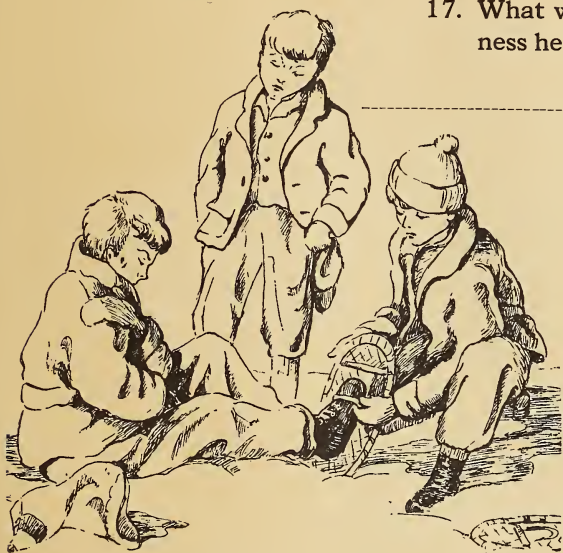
16. Write the sentence that tells us that the father and brother listened carefully to Jacques' account of the accident. (p. 41)

-----

-----

17. What would we say instead of, "Nothing of any seriousness here?" (p. 41)

-----



18. Write the sentence that says that the twins couldn't help laughing too as they listened to their brothers. (p. 42)

-----

-----

#### FINDING WORDS

On p. 32 find a word meaning small, fine wood for starting a fire.

Write the word. .... Did you find it in

the first, second, or third paragraph on page 32? .....

On page 33 find a word meaning a bother, something annoying. ....

p. 33—a word meaning persuaded or made to believe. ....

p. 34—a word meaning material to work with. ....

p. 34—a word meaning something to aim at. ....

p. 34—a word meaning a scene containing land, sky, trees. ....

p. 37—two words meaning a small roughly made building. ....

-----

- p. 38—a word meaning not real but only imagined. \_\_\_\_\_
- p. 38—a word meaning moving swiftly with a crashing sound. \_\_\_\_\_
- p. 39—a word meaning strained to stiffness. \_\_\_\_\_
- p. 39—a word meaning clearly to be seen. \_\_\_\_\_
- p. 41—a word meaning choking for want of air. \_\_\_\_\_
- p. 42—a word meaning the catching of something by one person from another. \_\_\_\_\_
- Give the number of the page and the number of the paragraph which describes the appearance of the shanty when the father arrived. \_\_\_\_\_
- Give page number and line number of the sentence which tells when the twins first noticed that Jacques had been hurt. \_\_\_\_\_

### A TRIP TO HALIFAX

The story, *Shooting the Rapids*, which begins on page 43 of *Over Land and Sea*, tells of a very interesting trip that Ruth and Barbara had.

1. From what city did they start? \_\_\_\_\_
2. To what province were they going? \_\_\_\_\_
3. If they went to the capital city of that province, what name would they see on the station? \_\_\_\_\_
4. They used two ways of travelling, first by \_\_\_\_\_, then by \_\_\_\_\_.
5. What is the first body of water mentioned in the story? \_\_\_\_\_  
Find this on a map.
6. The first boat was named for a city that they must have passed during the night.  
What is the name of the city? \_\_\_\_\_
7. What Islands are mentioned? \_\_\_\_\_
8. At what port did they change boats? \_\_\_\_\_  
Find it on the map.
9. What rapids are named in the story? \_\_\_\_\_  
On what river are these rapids? \_\_\_\_\_
10. What city were they taken to after they left the boat? \_\_\_\_\_
11. From there on how did they travel? \_\_\_\_\_

12. Find the railway on the map and notice that to get to Nova Scotia it takes a short cut through another country. What country? .....
13. What body of water prevents the railway from running in a straight line directly to Halifax? .....

### USING A MAP

Two other children, Pat and Roger, went from Toronto to Nova Scotia by motor with their parents. They did not take the shorter route but went by the sight-seeing route around the beautiful Gaspé Peninsula. Find it on the map on page 16.

Starting from Toronto, they followed the main highway east through Kingston, along the north shore of the St. Lawrence River past the Thousand Islands, through Prescott and Montreal to Quebec City. There they crossed the River to the south side. They drove along the south side of the River and all around the coast of the Gaspé Peninsula. They drove the car on to a ferry boat at the end of Chaleur Bay, went south through New Brunswick to Moncton, then into Nova Scotia and across the province to Halifax.

Follow on the map on page 16 the route they took from Toronto to Halifax.

### REMEMBERING DETAILS

Read the following paragraphs paying close attention to details.

Pat and Roger never could decide which part of this long trip they had enjoyed the most. They would like to go again so that they could make up their minds whether it was Quebec City, the drive along the St. Lawrence, Percé Rock on Gaspé, or Halifax itself which was the most interesting.

Quebec City has much to offer the tourist. It is the second largest city in the province, Montreal being the largest. It sits grandly on top of a high rock called Cape Diamond overlooking the St. Lawrence River where the river begins to widen out into its gulf. The oldest part of the city, called Lower Town, is below this rock. Here the streets are very narrow. One of them, called Sous-le-Cap (under the Cape), is known as the narrowest street in North America. Most of the streets in Quebec are named after saints, such as Ste. Anne, St. Louis, St. Pierre. The city has a great many old and beautiful churches.

Quebec used to be surrounded by a stone wall two miles long with five gates which were the only means of getting in and out of the city. This was to protect the city from attacking bands of Indians. To-day, of course, the city has spread for miles beyond the wall which still remains with three of the five gates. The gates themselves are no longer used but the stone arches over the streets with stone towers at the side are interesting features of the city.

Below the Lower Town are the docks where the big ocean liners and freighters come and go.

Six miles east of Quebec the Montmorency River drops into the St. Lawrence in a waterfall twice as high as Niagara Falls though much narrower.

Fourteen miles further east there is a beautiful and famous church called Ste. Anne de Beaupré. It is built on the spot where four shipwrecked sailors were saved from drowning in 1650. They built a small shrine there for thanksgiving, and to-day, thousands of pilgrims come every year to the beautiful church to pray.

Let us see how well you remember what you have just read. Don't peek.

1. What is the largest city in the Province of Quebec? .....
2. What is the second largest city in Quebec? .....
3. What is the name of the high rock overlooking the river on which the city is built?  
.....
4. Where is the oldest part of the city? .....
5. What is it called? .....
6. How are the streets in Lower Town different from most Canadian city streets?  
.....
7. What are many Quebec streets named for? ..... Give one example. ....
8. How was Quebec protected from Indian attacks? .....
9. What sort of ships can you see at Quebec? .....
10. Where is Montmorency Falls? .....
11. Where is Ste Anne de Beaupré? .....
12. For what is it famous? .....



## THE ST. LAWRENCE SEA-WAY

The St. Lawrence Sea-way, which for years has been considered in Canada and the United States, is now really being built. Construction work is going ahead at a rapid pace and soon we will have a sea lane open from the Atlantic to the northwestern shore of Lake Superior.

Let us see what this Sea-way will do. Look at the map on page 16. Do you know how far into Canada the big Atlantic ships have been able to come? Montreal has been our farthest inland port! Why have ships not been able to come farther? Do you see the short lines on the map just west of Montreal? Those lines stand for 120 miles of the St. Lawrence River where there are so many rapids that it is impossible for ships to pass through. That is where the *Rapids Prince* went aground. It is true there are channels through or around these rapids, but they are only 14 feet deep. This allows lake steamers and small ocean vessels to make the trip, but a depth of nearly twice that is needed for large ships to get through safely.

When the sea-way is finished, see where larger ships will be able to go. . . through Lake Ontario, into Lake Erie by means of the Welland Canal; into Lake Huron by means of the Detroit River, Lake St. Clair and the St. Clair River; into Lake Michigan or through the Locks at the "Soo" into Lake Superior. That means that the great wheat harvest from the western prairies can be loaded on a ship at a port on Lake Superior and go right across to Europe without reloading.

It will also mean that iron ore from the rich discoveries of iron in Labrador can be shipped to the steel mills of the middle west more easily.

Another very great advantage will be the increased electric power that will be provided. New dams are being built in the Rapids which will make it possible to increase our electric power by millions of horse power.

The Sea-way will cost Canada and the United States many million dollars. It is a tremendous undertaking which is providing work for thousands of men.

1. What lakes would be travelled by a ship carrying wheat from the Canadian prairies to the Atlantic?

- 
2. Where are valuable new iron ore deposits in Canada?

- 
3. What rivers and lakes would a ship travel through taking ore from Labrador to Chicago?

- 
4. Give one reason for building the St. Lawrence Sea-way.

- 
5. In what part of the Sea-way would the most work have to be done?

- 
6. What would the building of dams provide?
-

## USING WORDS CORRECTLY

1. reserve	reservation	9. arrange	arrangement
2. opposite	opposition	10. craft	crafty
3. gay	gaiety	11. confer	conference
4. confuse	confusion	12. provide	provision
5. assemble	assembly	13. induce	inducement
6. experiment	experimental	14. process	procession
7. energy	energetic	15. transfer	transference
8. determined	determination	16. hazard	hazardous

The above pairs of words all begin with the same syllable but they have different endings. These endings show that the words are not used in the same way. For instance, for the first pair we might say,

1. I shall *reserve* a seat at the theatre.

or

I shall make a *reservation*.

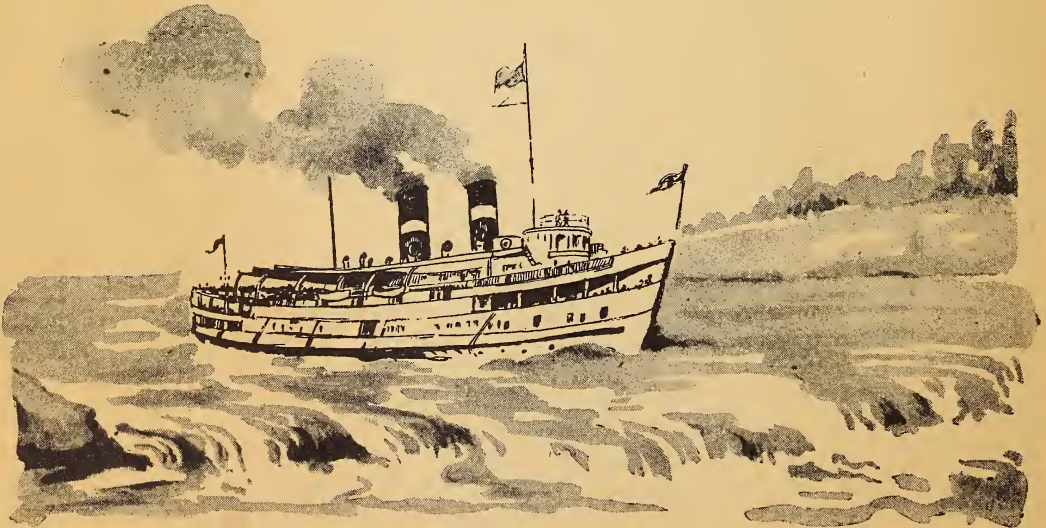
Put the correct word in the blank spaces in the following sentences.

2. The two armies were in \_\_\_\_\_ to each other.

The two armies stood \_\_\_\_\_ each other.

3. The party was very happy and \_\_\_\_\_.

There was much \_\_\_\_\_ at the party.



4. The people on the boat were thrown into \_\_\_\_\_.

The accident seemed to \_\_\_\_\_ the passengers.

5. The whole ..... came out on deck.

All the passengers were asked to .....

6. To-day in class we shall do an .....

To-day we shall have an ..... lesson.

7. The children were too full of ..... to sleep.

We felt so ..... we couldn't get to sleep.



Now for the rest of the sentences put the correct word in the blank space and use the second word of the pair in a sentence of your own.

8. (a) The passengers were ..... to get ashore.

(b) .....

9. (a) That is a lovely ..... of flowers on the table.

(b) .....

10. (a) The ..... old fox sat down to wait.

(b) .....

11. (a) The officers came together to .....

(b) .....

12. (a) ..... had been made for life boats.

(b) .....

13. (a) There was no ..... to sleep that night.

(b) .....

14. (a) The ..... of getting ashore was very slow.

(b) .....

15. (a) The ..... of passengers took some time.

(b) .....

16. (a) There was great ..... in going ashore.

(b) .....

## THE PLOT

In the story, *The Plot*, the author has told us a great deal about the people in the story, just by the things they say and the way in which they say them.

For instance, we can be sure that Susan is quick both in speech and temper from her very first remarks—"It isn't fair. They have no right to take our teacher away from us for a whole month."

Also we might think that she is rather thoughtless and selfish though later in the story she proves that she is not.

1. Write the sentence which tells us that Maud was rather a thoughtful and quiet girl.

---

---

2. Susan seems to be leader in the class and well liked by the others. Write at least two statements from the story to prove it.

---

---

3. What proof is there in the story that the others in the class are thoughtless and hasty and ready to do all sorts of foolish things without really thinking?

---

---

---

---



4. Maud and Isobel make two remarks that show very plainly that they don't like the same things. What are they?

---

---

---

---

5. On page 55 there is proof that Susan is a good manager — maybe even a little bit "bossy". What is it?

---

6. There is also another proof of Maud's thoughtfulness. What is it?

7. On page 56 someone makes a remark which shows that Maud is not very happy about the plan. What is it?

8. On p. 57 it says "The class stirred uneasily at his words". Why?

9. Do you think Maud really couldn't do the first problem or was she just pretending? Quote from the book to prove your answer.

10. On p. 58 find another proof that Maud dislikes the whole plan.

11. Rhoda wished she had never started the idea. Write the sentence in the story proving it.

12. "Well, even if the class had changed its mind, there was nothing she could do about it - - - Nothing?"

Why is that question mark put after the last "nothing"?

13. "Miss Ferris", she blurted out, "excuse me for interrupting."  
This tells us two things about Susan. What are they?

14. “her class-mates were clapping”

What does this tell us of the way they felt about Susan's speech?

---

15. "What an understanding person."

How did Miss Ferris show that she was an understanding person?

-----

There are several names of places in Canada in this story. Find them and write them in the column to the left. In the middle column write the province in which each one is found, and in the right-hand column, write briefly why the place is famous.

[illegible]

## THE SHOP IN DIGBY TOWN

Look back at your map on page 16 and you will see Digby Town marked on the south shore of the Bay of Fundy.

When Roger and Pat started back from Halifax, they drove to Digby. They didn't see the little shop mentioned in the poem because they were too interested in watching the car being put aboard the big ferry boat which was to take them across the bay. It was low tide which meant that the deck where the cars were parked was very much lower than the dock. The cars had to be driven down a very steep gangway into the hold of the ship. This was done by members of the crew who were used to doing it. The car owners could stand on the docks and watch their car sliding down into the black depths of the ship.

They crossed over to Saint John, took the shortest route through the United States to the St. Lawrence, crossed the river and drove to Toronto. Mark this route on the map on page 16.

Use after page 63.

# SYNONYMS

(*Synonyms* are words that are similar in meaning)

Put the number of the word in column 1 beside its synonym in column 2. For example, the word *fodder* in column 1 is similar in meaning to the word *food* in column 2, so you should put the number 14 beside the word *food*.

<u>column 1</u>		<u>column 2</u>		<u>column 1</u>		<u>column 2</u>
1. knowledge	<input type="checkbox"/>	food		10. bracing	<input type="checkbox"/>	woods
2. speech	<input type="checkbox"/>	singer		11. copy	<input type="checkbox"/>	strengthening
3. swamp	<input type="checkbox"/>	inquisitiveness		12. brier	<input type="checkbox"/>	point
4. warbler	<input type="checkbox"/>	bang		13. spike	<input type="checkbox"/>	information
5. thicket	<input type="checkbox"/>	talk		14. fodder	<input type="checkbox"/>	imitate
6. curiosity	<input type="checkbox"/>	deadly		15. remedy	<input type="checkbox"/>	courage
7. mortal	<input type="checkbox"/>	weak		16. nerve	<input type="checkbox"/>	trap
8. whack	<input type="checkbox"/>	marsh		17. snare	<input type="checkbox"/>	cure
9. feeble	<input type="checkbox"/>	bramble				

There are sixteen different animals mentioned in the story, *The Schooling of Raggylug*, five birds and two insects. See if you can find them all and list them under the headings below—

## *Animals*

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## *Birds:*

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## *Insects:*

## LONG AND SHORT VOWEL SOUNDS

Raggylug	whack	brier	socks
human	feebly	spikes	knowledge
patter	bracing	daggers	code
thicket	statue	barbed	telegraph
warbler	example	fodder	skunk
mortal	copy	vest	remedy
neglect	nerve	tilt	ferret

1. Underline all the words that contain the short sound of a (that is  $\text{ă}$ ).
2. Put a circle around all the words that contain the long sound of a (that is  $\text{ā}$ ).
3. Underline with 2 lines all the words containing the short sound of i ( $\text{ĭ}$ ).
4. Put an x beside all the words containing the long sound of i ( $\text{ī}$ ).
5. Put an o beside all the words that contain the short sound of o ( $\text{ŏ}$ ).
6. Put a ☐ beside all the words that contain the long sound of o ( $\text{ō}$ ).

### I

The *Schooling of Raggylug* (pages 66-78 of *Over Land and Sea*) has several short stories contained in it.

Underline the statements below that are correct and put an X beside the ones that are not true.

- |       |                                      |
|-------|--------------------------------------|
| ----- | There is a story about a snake.      |
| ----- | There is a story about a butterfly.  |
| ----- | There is a story about a squirrel.   |
| ----- | There is a story about a brier bush. |
| ----- | There is a story about a dog.        |
| ----- | There is a story about a hawk.       |
| ----- | There is a story about a bear.       |
| ----- | There is a story about a fox.        |



## II

The *Schooling of Raggylug* tells about several lessons that Molly taught Rag. Place a "C" beside the correct statements below and put an "X" beside the incorrect ones.

----- In Rag's first lesson he learned to lie low and say nothing.

----- In his second lesson he learned to "freeze".

----- He learned that he must keep away from brier bushes.

----- He learned to drink only spring water.

----- He learned that a very fast thump, thump, thump, means "Come here quickly".

----- He learned how to follow a trail by scent.

----- He learned that the blue-jay gives false alarms.

----- He learned that the barbed wire trick is difficult to do.

----- He learned that "hole-up" is not a good trick.

----- He learned to cut all creepers across paths.

----- He learned that a snare is more to be feared than a hawk.



### READING FOR EMPHASIS

When we are reading orally it is often necessary to emphasize certain words to make a particular meaning clear.

1. In the sentence—"Rabbits have no speech as we understand it", the word "we" is made to sound stronger. This is to emphasize the idea that rabbits understand it but people do not.

Read that sentence to yourself, emphasizing the "we".

2. "Molly Cottontail had no fear of it".

Underline the words that you would emphasize to show that all the animals except Molly were afraid of it.

3. "I don't believe it could catch me", said Rag.

Underline the word you would emphasize to show that Rag thought he was too clever to be caught.

4. "You are safe to believe him when he brings ill news".

Underline the word you would emphasize to show that there is one kind of news the blue-jay brings that you can believe.

5. "We do know our arithmetic and we do know how to answer questions."

Underline the words you would emphasize to show that even though the speakers had been acting as if they didn't know, they really did know.

## DIFFERENT WAYS OF SAYING "SAID"

"Look for your own nests, or  
I'll break your head for you,"

sniffed the blue jay.

shrieked the blue jay.

explained the blue jay.

replied the blue jay.

If you wanted to show that the blue jay was very angry, which ending would you use for the sentence? Draw a line under it.

"Excuse us for disturbing you,"

argued Bambi.

retorted Bambi.

grunted Bambi.

apologized Bambi.

If you wanted to show that Bambi was asking the grasshopper's pardon for frightening him, which ending would you underline?

"What are you gawking at, you freak?"

whispered the blue jay.

responded the blue jay.

screamed the blue jay.

answered the blue jay.

If you wanted to show that the bird spoke in a loud, piercing tone, which ending would you underline?

"I'm not afraid. I was only frightened for a moment when I was talking to my wife,"

murmured the grasshopper.

interrupted the grasshopper.

echoed the grasshopper.

quavered the grasshopper.

If you wanted to show that the grasshopper spoke in a shaky voice, which ending would you underline?

"I only sat still that long on your account,"

laughed the butterfly.

explained the butterfly.

chuckled the butterfly.

shouted the butterfly.

If you wanted to show that the butterfly was giving a reason for his odd behaviour, which ending would you underline?

"Please sit still, just for a minute. I've wanted so much to see you up close. Please,"

ordered Bambi.

cried Bambi.

commanded Bambi.

pleaded Bambi.

If you wanted to show that Bambi spoke somewhat persuasively, which ending would you underline?

"Oh, yes. You are much handsomer, excuse me, I only meant,"

muttered Bambi.

stammered Bambi.

mumbled Bambi.

gasped Bambi.

If you wanted to show that Bambi was embarrassed, which ending would you use?

"I think they are very angry with each other,"

Bambi screamed.

Bambi stammered.

Bambi thought aloud.

Bambi snorted.

If you wanted to make it clear that Bambi was talking to himself, which ending would you underline?

## MAKING A PLAY

The story, *How Bambi Found the Meadow*, contains in it a number of shorter stories. The first short story tells of two jays quarrelling about a nest and how frightened Bambi was when he heard this quarrel. A short story like this one is called an *episode*. This episode might be written in the form of a play. The people who take part in a play are called the *characters*. The characters in this story are Bambi, his mother, and two jays. Those who play the parts of the characters in a play are called *actors*. This episode may be made into a play, and speeches of each of the actors written down like this:

*First Jay*: Get away, you murderer.

*Second Jay*: Keep cool, you fool, I'm not afraid of you.

*First Jay*: Look for your own nests or I'll break your head for you.

What vulgarity! (*chattering*).

*Second Jay (to Bambi)*: What are you gawking at, you freak?

*Bambi (to his mother)*: Mother, what is vulgarity?

*Mother*: I don't know.

*Bambi*: Why were they both so angry with each other, Mother?

*Mother*: They were fighting over food.

*Bambi*: Will we fight over food too, sometimes?

*Mother*: No.

*Bambi*: Why not?

*Mother*: Because there is enough for all of us.

1. On page 87 of your Reader another episode begins. In this episode some of the actors are insects. Read the episode and write the names of the characters.



2. The words that the actors say to each other, or the conversation between the actors, is called the *dialogue*. In your exercise book write the dialogue in the episode beginning on page 87, in the form of a play.
3. Imagine that as Bambi and his mother were walking across the meadow they met a cow. In your exercise book write, in the form of a play, an imaginary dialogue between Bambi and the cow.
4. Choose actors to play one of the episodes you have written.
5. A little play is sometimes called a *playlet*. Choose a title for each of the three playlets that have been made from this story.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Use after page 90.

## FINDING WORDS

Find a word in the left-hand column below to fit each description given on the right. Put the number of the word in the box.

1 statue	<i>Words beginning with D</i>				
2 skunk	7-letter word meaning spotted and speckled				<input type="text"/>
3 freak	12	"	"	doing something forbidden	<input type="text"/>
4 delicate	5	"	"	unable to think clearly	<input type="text"/>
5 fascinated	9	"	"	a common flower	<input type="text"/>
6 dandelion	8	"	"	dainty or fine	<input type="text"/>
7 marvellously	<i>Words beginning with F</i>				
8 flank	6-letter word meaning food for animals				<input type="text"/>
9 mortal	6	"	"	a small animal	<input type="text"/>
10 dazed	5	"	"	side	<input type="text"/>
11 million	10	"	"	held as in a spell	<input type="text"/>
12 dappled	5	"	"	something queer or unusual	<input type="text"/>
13 meadow	<i>Words beginning with S</i>				
14 shrink	5-letter word meaning trap				<input type="text"/>
15 murderer	6	"	"	strict, stern	<input type="text"/>
16 snare	9	"	"	thoughtfully	<input type="text"/>
17 ferret	6	"	"	draw back or become smaller	<input type="text"/>
18 seriously	5	"	"	animal with odour	<input type="text"/>
19 severe	6	"	"	image of person carved or modelled	<input type="text"/>
20 fodder	<i>Words beginning with M</i>				
21 disobedience	8-letter word meaning one who kills another				<input type="text"/>
	12	"	"	wonderfully	<input type="text"/>
	6	"	"	deadly, causing death	<input type="text"/>
	7	"	"	a thousand thousand	<input type="text"/>
	6	"	"	a field of grass	<input type="text"/>

Use after page 90.

WORDS ENDING IN "ED"

There are a great many words ending in “ed” in the story of Bambi. Some of these tell of actions—what someone *did*; others tell of feelings—how someone *felt*. . .

Under the heading *action* below list all of the words in the group given that express *action*; under the heading *feelings* write the words that express *feeling*.

commanded

puzzled

enchanted

strolled

tossed

waved

unharmmed

exclaimed

unfastened

quavered

lowered

murmured

*feelings*

[illegible]

Use after page 90.

## THE PANAMA CANAL

Before the Panama Canal was finished in 1914, ships had to go all the way around South America to get from the Atlantic to the Pacific Ocean. This voyage took even the fastest ships two weeks. A voyage through the Panama Canal, about 50 miles, takes about nine hours.

Let us see how this famous canal was built. It was first begun in 1881 by a French company that had plenty of money, knowledge, and machinery. But they had neglected one thing—a very small thing but one which seriously affected their plans. This was the jungle mosquito which carried deadly fever germs in its tiny poisoned dagger. The French spent millions of dollars digging the canal but they also dug thousands of graves for workmen who died from fever. After this loss the French ended their efforts in the Canal Zone and went home.

Then in 1903 the Americans took over the job. The example of the French was a proof that before the canal could be dug, a remedy must be found for the terrible fever. The swamps and jungles were attacked first, and not until the absence of all mosquitoes was made certain did the canal work begin.

The digging by steam shovels was begun from the Atlantic side and the Pacific side at the same time. A tall ridge called Gold Hill, six hundred and sixty feet high stretched across the course of the Canal. Through this was dug Culebra Cut, the biggest ditch in the world. A big dam was built to make a lake which covered with water over half the course of the canal. Huge locks had to be built to lift ships up to this lake and to lower them again.

This canal is generally considered to be one of the most useful engineering feats.

In what year was the Panama Canal finished? .....

In what year was it begun? .....

Who began it? .....

What was the cause of their failure? .....

Who finished it? .....

How long is the canal? .....

What is Culebra Cut? .....

## SYNONYMS

From the list below, choose a synonym for each of the *italicized* words in the sentences. Write the synonym in the space in brackets beside the *italicized* word.

crept	devil	shelter	unhappiness
frightening	crying	hurt	strange
caterpillars	accidents	stream	dislike

1. The cubs rushed under the lifted log to lick up the ants and *grubs*. (                      ).
2. Little brown ants often *harbour* (                      ) under these logs.
3. Some of the fish darted out of the pool into the *current* (                      ).
4. The mother grizzly turned into a perfect *demon* (                      ) when her cubs were harmed.
5. The wounded bull *slunk* (                      ) off to join the herd.
6. Wahb limped through the woods *whimpering* (                      ) with pain.
7. There was an odd and *horrid* (                      ) smell in the air.
8. The *misfortunes* (                      ) that happened to Wahb made him sad and gloomy.
9. He was thrown to the ground, *bruised* (                      ) and shaken.
10. The squirrel seemed to *resent* (                      ) his coming.
11. Wahb only wished to be left alone in his *misery* (                      ).
12. A *peculiar* (                      ) smell reached his nose.

Beside each paragraph topic listed below write the page number and the number of the paragraph described. The first one is done for you.

1. The size of the family of grizzlies. — p. 91, para. 3.
2. The cubs learn how to eat ants. ....
3. The cubs learn how to catch fish. ....
4. Two cubs cry for help. ....
5. Colonel Pickett discovers the wounded bull. ....
6. Wahb returns to the scene of the disaster. ....
7. Wahb finds a porcupine in his bed. ....
8. Wahb meets a cow. ....
9. The squirrels are angry at Wahb. ....
10. Wahb frees himself from a trap. ....
11. Wahb learns a lesson about logs. ....
12. Wahb goes into his winter sleep. ....



Use after page 103.

## THE GRIZZLY

In the story of *Wahb* pages 91-108 of *Over Land and Sea*, there are many interesting things told about bears. Find sentences on the pages named to prove the statements blow, and write the sentences in the spaces provided.



1. Bears prefer a quiet life. (p. 91)

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2. There are usually two cubs in a grizzly bear family. (p. 91)

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3. Bears like to eat ants and grubs. (p. 91)

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4. Grizzly bears are a yellowish colour (p.92)

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5. Grizzlies know a good trick for getting ants to eat without sand. (p. 92)

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6. Mother Grizzly taught her cubs by example. (p. 93)

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7. Grizzly cubs play and wrestle like puppies. (p. 95)

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8. A bull is no match for a grizzly in a fight. (p. 96)

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9. Bears have a very keen sense of smell. (p.98)

10. Besides berries and fish grizzlies often eat roots. (p. 100)

11. Coyotes are afraid of mother grizzlies. (p. 101)

12. In the fall bears feed on nuts. (p. 102)

13. By winter the bears have grown fat. (p. 105)

14. Grizzlies have small greenish brown eyes. (p. 106)

15. When the weather gets cold the bears begin to get sleepy. (p. 108)

16. They sleep under the snow most of the winter. (p. 108)





### THE PORPOISE AND THE PIRATES

1. Plumpy had become separated from his mother and the porpoise herd to which he belonged. Find and write three statements in the story that tell us that Plumpy is lonely for his friends.

(a) \_\_\_\_\_  
(b) \_\_\_\_\_  
(c) \_\_\_\_\_

2. Porpoises eat small fish.

Find three statements in the story to prove this.

(a) \_\_\_\_\_  
(b) \_\_\_\_\_  
(c) \_\_\_\_\_

3. Plumpy was cautious and careful to heed danger signals.

Write 5 statements from the story to prove this.

(a) \_\_\_\_\_  
(b) \_\_\_\_\_  
(c) \_\_\_\_\_  
(d) \_\_\_\_\_  
(e) \_\_\_\_\_

4. Plumpy was friendly and curious, and he liked people.

Write 5 statements from the story to prove this.

(a) \_\_\_\_\_  
(b) \_\_\_\_\_  
(c) \_\_\_\_\_  
(d) \_\_\_\_\_  
(e) \_\_\_\_\_

The author has a very forceful way of expressing ideas with few words. Let us notice some examples of this.

1. Find on p. 109 the sentence in which the author tells us that Plumpy was so glad to see the Palm Scout that he swam very fast. Write it here.

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2. Find on p. 111 a part of a sentence which tells that Plumpy stopped still when he heard something that he hoped was his herd. Write it here.

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3. Write the sentence on the same page which tells that Plumpy kept still, trying very hard to figure out what the sound meant.

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4. On the same page find the sentence which suggests that he was worried and watchful as he dived down again.

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5. On p. 113 find the sentence which tells that the Warden smiled when he saw Plumpy playing.

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6. On p. 114 write the line which expresses the idea that Plumpy began to feel cautious as he followed the pirate's boat.

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7. The author has used a great variety of words to express Plumpy's movements and the sounds he made, for example, "cruising, whooshed". See how many of these words you can find. There are nearly thirty.

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- ☐ At once his instincts whispered a warning.
- ☐ Glee jerked Plumpy's body into full speed.
- ☐ A distant but familiar vibration flickered through the tide.
- ☐ Plumpy whooshed to the surface, surveying the choppy waters in all directions.
- ☐ Plumpy boiled up out of the water with a lusty whoof of greeting.
- ☐ His upward roll and "whoof" were lusty for he meant to be heard.
- ☐ Strange smells came to his nostrils when he rose to refill his lungs.
- ☐ Man sounds vibrated the water.
- ☐ His crafty little eyes regarded the nets and the skiff that blocked his escape.

1. When Plumpy came to the surface for a breath of air he smelled strange new scents.
2. He could hear under water sounds that he knew from far away.
3. The porpoise churned up the water as he came to the surface to greet the boat.
4. Plumpy looked carefully at the nets and the boat as he planned his trick to escape.
5. Something seemed to tell him immediately that there was danger.
6. The porpoise rushed to the surface to take a look around at the rough sea.
7. Plumpy went into high speed with great joy.
8. Plumpy purposely rolled to the surface with much noise.
9. The sounds he could hear under water seemed to be made by men.

<b>porpoise</b> _____	<b>instinct</b> _____	<b>nostril</b> _____
<b>venture</b> _____	<b>gulf</b> _____	<b>stale</b> _____
<b>cruising</b> _____	<b>channel</b> _____	<b>stout</b> _____
<b>snout</b> _____	<b>badge</b> _____	<b>suspicious</b> _____
<b>gang</b> _____	<b>blubber</b> _____	<b>violently</b> _____
<b>valuable</b> _____	<b>generous</b> _____	<b>desperate</b> _____
<b>frolicsome</b> _____	<b>vibration</b> _____	<b>prong</b> _____
<b>survey</b> _____	<b>future</b> _____	<b>harpoon</b> _____
<b>somersault</b> _____	<b>squall</b> _____	<b>explosion</b> _____
<b>prow</b> _____	<b>jungle</b> _____	<b>rocket</b> _____
<b>tousled</b> _____	<b>skiff</b> _____	<b>crouch</b> _____

## PETER AND ROGER AND THE DINGHY

Peter's father had a small sailboat called a dinghy. Peter and his friend Roger were allowed to take it out when they had learned how to handle it and after they had passed their half-mile swimming test. Peter showed Roger all the parts, told him their names, and what they were for.

"This long pole that is fastened to the lower edge of the sail is called the *boom*," explained Peter. "You have to duck your head when it swings around or you might be knocked overboard."

"I'll duck, thank you," said Roger. "What's this other long pole sticking straight up in the front of the boat?"

"That's the *mast* of course, silly, and we don't say the front. It's the *bow*."

"Oh," said Roger, "Well what's that short pole sticking out at an angle from the mast and holding the top of the sail?"

"That's the *gaff*," answered Peter, "and do you see that rope attached to the gaff and running through a pulley and down to the deck? That's a *halyard*; and the other rope, running from the top of the mast to the point of the bow, is the *stay*."

"I hope you don't expect me to remember all this," grumbled Roger.

"I certainly do," Peter replied, "that is if you want to come sailing with me."

"Oh all right. What's the back of the boat called, not just the 'back', by any chance?"

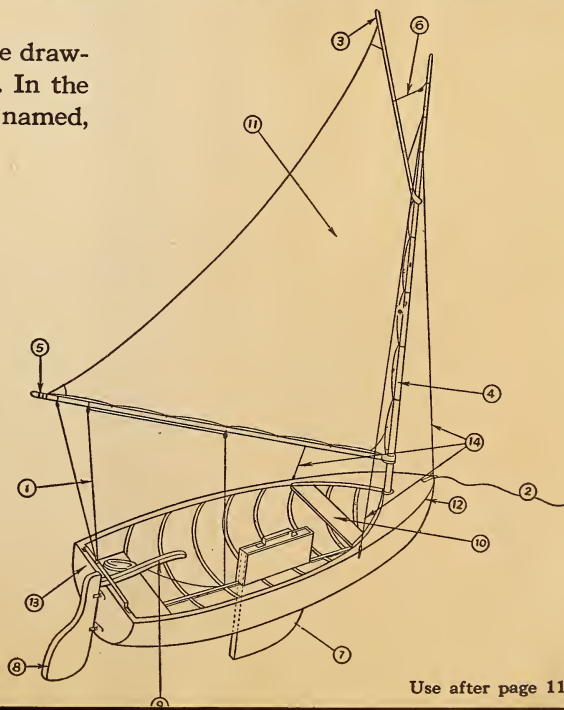
"No chance at all—it's the *stern*, and that handle you see in the stern is the *tiller* and it's attached to the *rudder* that steers the boat. You can sit on the *counter*, that seat in the stern, and by moving the tiller, set the direction of the boat's course. There's another seat called a *thwart* up near the bow where a passenger can sit."

"Whatever keeps it from tipping over in a high wind?", was Roger's next question.

"That's easy—look here in the bottom of the boat right in the middle. This is the *centreboard* which is let down into the water when we're sailing and pulled up when we're not. It goes down far enough to keep the boat from tipping if it's properly handled and the wind isn't too strong. Now that's about enough for the first lesson except for these two ropes. This one tied to the bow is the *painter* and it's used to tie the boat to the dock. That one tied to the end of the boom and running over a pulley in the stern, up and over another pulley on the boom and down into the hand of the sailor is the *sheet*. It's used to pull the sail and hold it steady. Now then, ship ahoy, let's take her out."

The parts of a sailboat in the list beside the drawing are all mentioned in the paragraphs above. In the drawing there is a line pointing to each part named, and a circle with a number in it at the end of the line. Put the correct number on the line beside each name in the list.

- |               |                   |
|---------------|-------------------|
| ----- boom    | ----- tiller      |
| ----- mast    | ----- rudder      |
| ----- bow     | ----- counter     |
| ----- gaff    | ----- thwart      |
| ----- halyard | ----- centreboard |
| ----- stay    | ----- painter     |
| ----- stern   | ----- sheet       |



1. Which of the stories in Units One and Two is your favourite? .....

2. Write in the space provided titles of the stories or poems described below.

A young rabbit's education .....

An adventure on the St. Lawrence .....

The hero is a horse .....

A sea animal escapes from its enemies .....

A fawn discovers a playground .....

Grade five learns a lesson .....

A cow makes trouble .....

The first summer of a young bear's life .....

A day in the life of a French-Canadian family .....

3. Read quickly through the pages numbered below and fill in the blanks in the sentences.

(a) p. 24—The name of one of the finest grades of wheat is .....

(b) p. 54—The name of a beach in Vancouver is .....

(c) p. 60—There are ..... Canadian wonders mentioned on this page.

(d) p. 64—Six things mentioned in the shop window are .....

(e) p. 66—Five ways in which rabbits talk to each other are .....



## THE FEATHER OF THE NORTHMAN

(Pages 121- 129 of *Over Land and Sea*)

After reading this story, close your book and answer these questions, by underlining the right words.

1. Donald was awakened by a low snarl. Who snarled?  
a dog; a man; a wolf.
2. The voyageurs lay scattered around the camp. Where did young Mac lie?  
under a canoe; in the open; in a tent.
3. The boy was surprised to see no one on guard duty. Why was no one on guard?  
all were asleep; there was no danger; all pretended to sleep.
4. Henri never slept under a canoe unless it was storming. Why?  
because he wanted to see all about him; because he liked fresh air;  
because the canoe might fall over on him.
5. He hesitated for just a second while the chill shook him. What caused the chill?  
a cold wind; the snarl; the sight of an animal.
6. At first a wave of anger swept over Donald. Why?  
because he had been tricked; because he had shown that he was afraid;  
because he had been wakened up.
7. The boy had turned the tables on them very neatly. How?  
by playing another trick on them; by boasting of his great skill in hunting;  
by shooting the wolf.
8. The boy's eyes widened, and his heart began to beat quickly. Why?  
because he saw the wolf move; because he heard the men laughing;  
because he saw that the men were about to honour him.
9. In the midst of the cheering Jacques and Baptiste, nimble as squirrels, scurried up a tree. What for?  
to get away from the wolf; to cut the tree down;  
to chop off most of the branches.
10. Before long the tree was shorn of its branches except for a tuft at the very top. Why?  
to mark the trail; to show that something important had happened here;  
to provide firewood.
11. Long after sleep had settled the camp, young Mac lay awake. Why?  
he was thinking over what had happened to him that night; he was afraid of the wolf;  
he was angry at the men.
12. He had gained an understanding of Henri's words. What did Henri's words mean?  
one must never be afraid; one must never admit that one is afraid;  
everyone is afraid sometime but we must learn to control our fears and think and act quickly.

## THE WORD "STICK"

How many meanings for the word stick can you find in your dictionary? \_\_\_\_\_  
Write in the space at the end of each statement the kind of stick used for the following purposes.

To mark a spot where something important had happened to voyageurs. \_\_\_\_\_

Used by the Chinese to eat their food. \_\_\_\_\_

Used to make lips more red. \_\_\_\_\_

Used to play hockey. \_\_\_\_\_

Used to hold candles. \_\_\_\_\_

Used to measure distances. \_\_\_\_\_

Used when sweeping. \_\_\_\_\_

Used to beat the drum. \_\_\_\_\_

Used to guide an aeroplane. \_\_\_\_\_

Use after page 129.

## ROBINSON CRUSOE

Why are the three children in the story *The Crusoes and the Captive* called "The Crusoes"? It is because they were in somewhat the same state as Robinson Crusoe, whose story some of you may have read. If you have not, you will probably want to before very long.

Robinson Crusoe was the hero of a story written over two hundred years ago, in the year 1719, by Daniel Defoe. It describes the adventures of an English sailor who was shipwrecked on a lonely island, hundreds of miles off the mainland of South America, and far off the course of the sailing vessels of those days.

During a great storm the ship struck a rock and the sailors, believing she was about to sink, put to sea in the lifeboat and made for the land which they perceived not far away. The high waves dashed the lifeboat on the rocky shore and Robinson Crusoe was the only one who was not drowned.

He swam back to the ship several times before she sank and by constructing rafts of planks, he was able with great patience and hard work to get most of the ship's stores ashore.

One morning, after one of these trips, as he looked out to sea, there was no trace of the ship. She had broken up and sunk during the night.

He made a tent from the ship's sails and dug a cave in the hillside in which to store his supplies. He could not endure the fear of being attacked by animals or savages, so he protected his tent and cave by a strong wall of young trees. These soon grew very thick. Besides providing concealment, the wall of trees would have been very difficult for any enemy to penetrate.

For food he had at first ship's biscuit and other supplies from the ship's stores. In addition to these he found goats on the island some of which he killed and roasted. Others he kept and used their milk. He caught fish, found turtles' eggs, and dried wild grapes for raisins. He planted a few grains of rice and barley, and by saving every grain of his first harvest, he at last had enough to grind into flour and make bread.

He thought mournfully of his lonely state and longed to escape. He made a canoe from a cedar log. This was hard work and caused him great fatigue as he had to shape the canoe and hollow it out using an axe as his only tool.

As the years went by he decided that God had been very good to keep him safe and provide him with food and the means of life. He had discovered a Bible among the ship's stores and he began to read it every day. Finally he was inspired to become a Christian.

After about fifteen lonely years on the island he was astonished one day to see a man's footprint on the sand of the beach. He was terrified, and feeling sure that savages had landed on his island, he quickly ascended the hill and hid in his cave where he remained in great suspense for days. Nothing happened, however, and gradually he lost fear. Then one day as he looked over the top of his hill he saw two large canoes pulled up on the shore. Nearby a crowd of black figures seemed to be holding a council and planning to kill and eat a captive whom they had brought for that purpose. The poor wretch managed to escape and ran towards Robinson Crusoe, who saved his life. Crusoe displayed great sympathy towards him and fed and protected him as long as he remained on the island.

The rest of the story is too long to tell here but you would enjoy reading for yourself the adventures of Robinson Crusoe and his black friend whom he called "Friday".

Now, let us compare the Canadian Crusoes with the real Crusoe.

1. How many years after Defoe wrote Robinson Crusoe were the Canadian Crusoes lost?

2. (a) In what country did the three children live? .....

(b) Near what continent was Robinson Crusoe shipwrecked? .....

3. (a) Tell three ways in which the two stories are alike.

1. ....

2. ....

3. ....

(b) Tell three ways in which the stories are different.

1. ....

2. ....

3. ....

4. Name some things not yet invented when the children were lost, but which are now used to help find lost people.

## THE CRUSOES AND THE CAPTIVE

(Pages 130-145 of *Over Land and Sea*)

Many of the sentences in this story are very long. Look at the first sentence. Let us break it up into several shorter sentences.

(a) Hector Maxwell was fourteen, his sister Catherine twelve and their cousin Louis Peron also fourteen. (b) They had set out from their homes one fine morning in June to look for some cattle which had strayed. (c) They were also going to pick wild strawberries.

Three sentences were made from the one long sentence.

Read these long sentences and in the spaces provided below each one write the short sentences into which it could be broken.

1. As Louis stayed away longer than usual, Hector began to feel uneasy lest some accident had happened to him, knowing that he had for some days previous been busy constructing a raft of cedar logs which he had fastened together with wooden pins.

(a) \_\_\_\_\_

(b) \_\_\_\_\_

(c) \_\_\_\_\_

(d) \_\_\_\_\_

2. This raft he had nearly finished and was even talking of venturing over to the nearest island to explore it and see what game, roots and fruits he could find.

(a) \_\_\_\_\_

(b) \_\_\_\_\_

(c) \_\_\_\_\_

3. When I parted from you and Cathy, I followed the deer path through the little ravine, and while I was looking out upon the lake, thinking how pretty the islands were, I was surprised by seeing several dark spots dotting the lake.

(a) \_\_\_\_\_

(b) \_\_\_\_\_

(c) \_\_\_\_\_

4. They saw several herd of deer crossing the plain, and one day Wolfe tracked a wounded doe to a hiding place under the poplars near a hidden spring where she had lain herself down to die in peace.

(a) \_\_\_\_\_

(b) \_\_\_\_\_

(c) \_\_\_\_\_

Find the two long sentences in the book from which these shorter sentences have been made. Write down the page number and the paragraph number where each is found.

1. (a) At last weary with watching, Catherine leaned her head upon the neck of old Wolfe.

(b) Soon she fell asleep.

(c) Louis restlessly paced to and fro in front of the sleeper.

(d) Now he strained his eyes to penetrate the surrounding gloom.

(e) Now he strained his ear to catch the first sound that might indicate the approach of his absent cousin.

p. \_\_\_\_\_ para. \_\_\_\_\_

2. (a) Pity and interest soon took the place of curiosity and dread in the heart of the gentle Catherine.

(b) She watched the young stranger's slumber as tenderly as though she had been a sister or beloved friend.

(c) Hector meanwhile proceeded to relate in what manner he had found the Indian girl.

p. \_\_\_\_\_ para. \_\_\_\_\_



Find a word on the page numbered below at the left, which has the meaning given beside it and write the word in the right-hand column.

p. 130—a place settled by a group of families

p. 131—building, or making

p. 131—a tree which remains green in winter

p. 132—hid

p. 132—easily seen

p. 132—a meeting to make plans

p. 133—bare and without trees or plants

p. 133—very hungry

p. 134—poor miserable creatures

p. 135—to put up with

p. 135—with ease, without trouble or difficulty

p. 136—to enter into, or see through

p. 137—went up

p. 137—a female deer

p. 137—deer meat

p. 138—people who are not brave

p. 138—not often

p. 139—an Indian hatchet

p. 139—sadly

p. 139—a time of waiting and worry

p. 140—puzzling

p. 141—great weariness

p. 142—to die

p. 143—stiff and painful from being too long  
in one position

p. 144—lonely and sad

p. 145—shoes worn by Indians

## TOPICS OF PARAGRAPHS

A paragraph usually tells about one thing. This is called the topic or subject of the paragraph. For example, paragraph 1 on page 131 tells us how the three children managed to take care of themselves.

Read the topics below and write in the space beside each one the page where it is found and the number of the paragraph on the page.

- |   |  |
|---|--|
| <p>1. Hector sees Louis running towards him<br/>p. _____ para. _____</p> <p>2. Catherine suggests a hiding place.<br/>p. _____ para. _____</p> <p>3. They cook some venison.<br/>p. _____ para. _____</p> | <p>4. Hector talks about cowards.<br/>p. _____ para. _____</p> <p>5. The old dog gives warning of Louis' approach.<br/>p. _____ para. _____</p> <p>6. Louis tells how he found the Indian girl.<br/>p. _____ para. _____</p> |
|---|--|

Suggest a suitable topic for the last paragraph of the story.

## WORDS ENDING IN "ION"

A great many words end in "ion", many in "tion," and some in "sion". Most of them come from a shorter word with a similar meaning. For example, "description" is formed from the word "describe".

Look at the words ending in "ion" below and write beside each one the shorter word from which it comes. You may have to use your dictionary. One of each pair of these words is to be found in the story, *The Crusoes and the Captives*.

construction		distinction	
exploration		suggestion	
perception		proposition	
hesitation		penetration	
direction		provision	
supposition		ascension	
decision		explanation	
examination		preparation	
suspension		procession	
relation		attraction	
exhaustion		inspiration	
addition		indication	

**MESSENGER TO THE ENEMY**  
(Pages 146-157 of *Over Land and Sea*)

Most of the paragraphs in this story describe one event in the story. For instance, the topic of the first paragraph could be "Caddie begins her journey".

Give the page and paragraph numbers for each of the following topics.

- |   |          |
|---|----------|
| 1. Caddie arrives at the Indian camp.       | 1. _____ |
| 2. Caddie's thoughts as she waits for John. | 2. _____ |
| 3. Caddie is given a hot drink.             | 3. _____ |
| 4. John speaks to the Indians.              | 4. _____ |
| 5. Caddie and John leave the camp.          | 5. _____ |

Write topics for the following paragraphs.

1. p. 154, para. 2. \_\_\_\_\_
2. p. 156, para. 1 \_\_\_\_\_
3. p. 157, para. 6. \_\_\_\_\_

1. On p. 147 is the sentence, "Here the February thaw had not succeeded in clearing the snow".

What is meant by "Here"? \_\_\_\_\_

Why had it not succeeded? \_\_\_\_\_

\_\_\_\_\_

2. On p. 149—"Tears began to trickle down Caddie's cold cheeks". Underline the word that tells the cause of these tears.

fright,          hunger,          relief,          anger.

3. On p. 152 find the sentence, "When she had finished, John grunted and continued to sit on, looking into the fire." Which of the three sentences below tells why John continued to look into the fire? Place an X in the box in front of the sentence that tells the reason.

☐ He still did not understand Caddie.

☐ He understood her but he didn't know what to do or say.

☐ He was quickly planning what to do.

# ALPHABETICAL ORDER

Arrange the words in alphabetical order in the spaces in column 1. Put the number of the correct meaning (See Column 2) in the box before each word.

pioneer 10	anxiety 1	slime 11	clods 12
pace 7	rift 5	civilized 13	cellar 14
squaw 8	buffalo 15	distinctly 16	ignorance 17
tethered 9	oppressed 3	chieftain 18	

Column 1			Column 2
<input type="checkbox"/>	_____	1	Indian woman
<input type="checkbox"/>	_____	2	worry
<input type="checkbox"/>	_____	3	held down (or made sad)
<input type="checkbox"/>	_____	4	opposite to savage
<input type="checkbox"/>	_____	5	an opening
<input type="checkbox"/>	_____	6	condition of not knowing
<input type="checkbox"/>	_____	7	step
<input type="checkbox"/>	_____	8	underground part of building
<input type="checkbox"/>	_____	9	lumps of earth
<input type="checkbox"/>	_____	10	one who settles first in a country
<input type="checkbox"/>	_____	11	clearly
<input type="checkbox"/>	_____	12	tied to a tree or post
<input type="checkbox"/>	_____	13	soft sticky mud
<input type="checkbox"/>	_____	14	large animal
<input type="checkbox"/>	_____	15	head man of tribe



## MRS. MACDONALD

(pages 158-169 of *Over Land and Sea*)

### I

After reading the story carefully, close your book and see how many of the questions you can answer.

1. What country did Mrs. MacDonald come from? Scotland
2. What port did she and the children sail from? Glasgow
3. On what river was this port? the Clyde
4. To what country were they going? Canada
5. In what city were they going to live? London
6. At what port did they get off the ship? London
7. How many children were in the MacDonald family? three
8. What was Mrs. MacDonald's first name? Ellie
9. What was Mr. MacDonald's first name? Robert
10. In what month of what year did the family start on their journey? March 1880
11. What was the name of their ship? the Lochmaben
12. What were the names of the pieces of English money Mrs. MacDonald had to have changed? one pound, one shilling, and sixpence
13. At what city did they first change trains? London
14. At what city did they next change trains? London
15. How long was the last stage of the train journey? four and a half hours
16. How long do you think it took to make the whole trip? about a week
17. How long do you think it would take to make the same trip now, using the fastest method of travel? about a day

## II

Using the letters of the name Scotland as the first letters of 8 words in this story, write the words in the spaces provided below.

- S \_\_\_\_\_ (a piece of English money)
- C \_\_\_\_\_ (the river from which the ship sailed)
- O \_\_\_\_\_ (the people who checked the luggage-p. 164)
- T \_\_\_\_\_ (a city where they changed trains)
- L \_\_\_\_\_ (the city where they were going to live)
- A \_\_\_\_\_ (a word on p. 160 meaning "really")
- N \_\_\_\_\_ (back to p. 115 for this one, meaning part of nose)
- D \_\_\_\_\_ (the six-year-old MacDonald child)

## III

1. Write a sentence from the story that shows that Hughie could hardly believe that his mother was crying. (p. 161, para. 5)

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---

---

---

2. Write a sentence which shows that Mrs. MacDonald did not know the value of Canadian money. (p. 164, para. 2)

---

---

3. Write a sentence showing that Hughie tried to cheer up his mother. (p. 166, para. 2)

---

---

4. Write a sentence showing that Hughie noticed immediately whenever his mother felt glad or sorrowful. (p. 169, para. 5)

---

---

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## ABOUT MEXICO

1. When Spanish sailors landed in Mexico in 1519 they found a race of Indians called the Aztecs. These Indians, however, were not at all like the savage ignorant tribes found by early explorers in our part of North America. The Aztecs lived in fine well-built stone houses in large cities. They built huge stone temples and their chief lived in a grand stone palace. They knew a great deal about building with stone. Even to-day the ruins of their buildings are wonderful to see. They were also very clever at weaving and at working with gold.

2. They had one very evil custom however. This was the offering of human sacrifices to their gods. They built a huge stone pyramid for this purpose and on the top of it, the unfortunate victims were killed, many of them each year. The Aztecs believed that only by doing this would their gods bless them with health, good crops, and fine weather.

3. Directly west of the pyramid where these awful sacrifices took place was a volcano named Popocatepetl. As the crowds of people on the pyramid watched the setting sun, it appeared to sink into the smoking top of the volcano and this was the signal for the cruel sacrifice to begin.

4. Popocatepetl is a very beautiful mountain almost 18000 feet high. The crater is surrounded by ice and whirling snow which, with the billowing smoke, forms a wonderful picture in the light of the setting sun.

5. Cortez was the name of the leader of the Spaniards who landed in Mexico in 1519. He burned his ship so that his soldiers had no choice but to follow him and fight bravely. He won battle after battle against the Aztecs who were terrified of his cannon. Once when he was running short of gunpowder for his cannon he sent some soldiers up Mount Popocatepetl and into the crater to get sulphur from which gun powder was made. It was well for him that his soldiers were brave and used to obeying orders for that must have been a difficult and dangerous journey.

Write the correct number before each paragraph heading below.

- ☐ Cortez
- ☐ Signal for sacrifice
- ☐ Aztecs as builders
- ☐ A dangerous journey
- ☐ Aztecs' custom of sacrifice
- ☐ Appearance of Popocatepetl



Without looking back at the story answer these questions with a word or words from the list given below.

*Popocatepetl, Columbus, Cortez, cinders, sulphur, clay,  
human sacrifice, scalping prisoners, Hurons, stone, Aztecs, pyramid.*

Name of Indian tribe found in Mexico. ....

Material of which the people built their homes. ....

One bad practice of these people. ....

Where this practice was carried out. ....

Name of volcano in Mexico. ....

Name of Spanish army leader. ....

What the soldiers got from the crater. ....

### CHICO LOSES SENOR BILL

(Pages 171-183 of *Over Land and Sea*)

1. Number these divisions of the story of Chico in their proper order.

- |   |  |
|---|--|
| <input type="checkbox"/> Following Senor Bill through the streets.        | <input type="checkbox"/> Senor Bill finds Chico.                 |
| <input type="checkbox"/> The arrival in Mexico City.                      | <input type="checkbox"/> They reach the hotel.                   |
| <input type="checkbox"/> The journey over the mountain.                   | <input type="checkbox"/> A man helps Chico.                      |
| <input type="checkbox"/> Chico discovers that he is lost.                 | <input type="checkbox"/> Getting off the bus.                    |
| <input type="checkbox"/> Chico has supper and goes to bed.                | <input type="checkbox"/> Chico tries to get someone's attention. |
| <input type="checkbox"/> Chico discovers that people think he is begging. |  |

2. Now rewrite the topics in their proper order and you will have a *summary* of the story.

3. At the bottom of p. 170 there are three objects pictured. They are a serape, a machete, and a sombrero. Which is which?

A serape is \_\_\_\_\_

A machete is \_\_\_\_\_

A sombrero is \_\_\_\_\_

4. After reading the story quickly, answer these questions without looking at the book.

(a) What did Chico see on the road <sup>down</sup> up the mountain?

(b) What did Chico see after the bus reached the city?

(c) Why did Chico think of buildings being "as tall as churches"?

(d) What did Chico think about traffic lights?

(e) Why did Chico's face grow red when he saw the people begging?

5. "That he was a Mexican, Chico had no doubt, but his clothes and his manners were like Senor Bill's". What would make Chico sure the man was a Mexican?

6. When did Chico's face turn red the second time?

7. Chico didn't think that "Bill" sounded very much like "William".

What are the short forms of the names: Robert, \_\_\_\_\_; James, \_\_\_\_\_;  
John, \_\_\_\_\_; Henry, \_\_\_\_\_; Joseph, \_\_\_\_\_; Thomas, \_\_\_\_\_;  
Alexander, \_\_\_\_\_?

8. Why was Chico glad he had a bed in his room?

9. What do you think Chico would do next day?

## UNDERSTANDING HOW PEOPLE FEEL

In the story, *A Mountain Journey*, which begins on page 184 of *Over Land and Sea*, we are told about some of the feelings of the characters in the story at different times.

From the list of words given below that describe these feelings, choose one for each of the following sentences and write it in the blank space at the end of the sentence.

delight	desperation	discouragement
anger	worry	joy
anxiety	amazement	relief
encouragement	impatience	suspicion
weariness	terror	sadness
nervousness	helplessness	fright
excitement	fear	happiness
shame	amusement	confidence



- Page 184 1. Mamita's feeling as she called Elvia. ....  
 2. Ernesto's feeling as he said, "She was behind me a minute ago". ....
- Page 185 3. Mamita's feeling as she heard the baby cry. ....  
 4. The old horse's feeling as he stopped to rest. ....  
 5. Mamita's feeling as she asked Ernesto if he was sure this was the right way.  
 .....
- Page 186 6. Mamita's feeling as "her worry burst into voice in a frantic cry". ....  
 7. Elvia's feeling as she watched the quetzal. ....
- Page 187 8. Elvia's feeling as she told her parents about meeting the quetzal. ....  
 9. The father's feeling as he thought about his old home. ....
- Page 188 10. Mamita's feeling as she "held the baby tightly to her and stared around with frightened eyes". ....
- Page 189 11. Elvia's feeling as she skipped along the mountain road. ....  
 12. Elvia's feeling when she first heard the rustling sound beside the trail.  
 .....
- Page 190 13. Her feeling as she saw "two beady black eyes watching her". ....
- Page 191 14. Her feeling when she realized the animal was tame. ....  
 15. The father's feeling when he saw the suto. ....  
 16. Elvia's feeling as she laughed at the way the suto waddled. ....
- Page 192 17. Mamita's feeling as she realized they were near a house. ....

Use after page 195. Extending vocabulary. Making inferences.

## WORDS THAT MEAN THE SAME

Find synonyms for the words below and write them in the spaces provided.

Page 196

showed \_\_\_\_\_

sleeping \_\_\_\_\_

bothered \_\_\_\_\_

Page 197

replied \_\_\_\_\_

ruin \_\_\_\_\_

persuade \_\_\_\_\_

Page 198

muttered \_\_\_\_\_

hustled \_\_\_\_\_

chewing \_\_\_\_\_

small hill \_\_\_\_\_

Page 199

mood \_\_\_\_\_

part cut out \_\_\_\_\_

Page 200

shouted \_\_\_\_\_

gone back \_\_\_\_\_

fastened \_\_\_\_\_

hole \_\_\_\_\_

Page 203

protect \_\_\_\_\_

knife \_\_\_\_\_

sulky \_\_\_\_\_

spade \_\_\_\_\_

Page 206

copy \_\_\_\_\_

hinders \_\_\_\_\_



I Put a C in the country in which Chico lived.

II Put an E in the country in which Elvia lived.

III Put a P in the country in which Pablo lived.

## BUILDING WORDS

### I

Humpty Dumpty likes long words. He is very proud of being able to use them even though he is not at all sure of what they mean. By adding syllables to either the beginning or the end (or both) of the listed words below see how many long words, that Humpty Dumpty would have enjoyed using, you can make.

For example, from "active" you get—activity, inactivity, actively, inactively.

You may want to use your dictionaries.

provoke \_\_\_\_\_  
compliment \_\_\_\_\_  
argue \_\_\_\_\_  
nature \_\_\_\_\_  
calculate \_\_\_\_\_  
triumph \_\_\_\_\_  
assist \_\_\_\_\_  
offend \_\_\_\_\_  
ignore \_\_\_\_\_  
contempt \_\_\_\_\_  
penetrate \_\_\_\_\_  
reason \_\_\_\_\_  
sensible \_\_\_\_\_

### II

Arrange the words below in alphabetical order, and divide them into syllables, marking the accented syllable.

address	glory	_____	_____
poetry	jabberwocky	_____	_____
riddle	broiling	_____	_____
anxiety	corkscrew	_____	_____
mayhap	gyroscope	_____	_____
cravat	flimsy	_____	_____
relented	yonder	_____	_____

## BAD SIR BRIAN BOTANY

Choose any one of the lines from this poem and repeat it to yourself until you have the rhythm firmly fixed in your mind. Then try to write some lines of your own in the same rhythm. Don't try to make them rhyme at first.

For instance, for the line—"He went among the villagers and blipped them on the head," you might write something like——

"I walked along the avenue and went into some shops."

"My dog ate all his dinner up and begged to have some more".

Be sure the *beat* or rhythm is the same.

When you have written a few single lines, try to write two that are connected and rhyme, for example,

"My dog ate all his dinner up and begged to have some more.

I told him not to bother me and put him out the door."

This is fun and with a little practice, you can write amusing jingles.



## DON DURK OF DOWDEE

This poet likes to use words beginning with the same letter in the same line. For example in the title, three of the four words begin with D.

See how many examples you can find of two or more words in the same line beginning with the same letter. List them below with verse number and line number; the first one is done for you. (They must be important words of course, not "the", "it", or "be", etc.)

Verse	Line	Words
1	1	Don, Durk, Dowdee

## WORD MEANINGS

There are some rather difficult words in the story, *Paul Bunyan*, which starts on page 229 of *Over Land and Sea*. Let's see if you have understood the meaning of some of them. From the words listed directly below choose one for each blank space in the sentences following. Be careful; some of these words are tricky. You may need your dictionary. (No word is used twice.)

### A

*genius*  
*exploits*  
*estimate*  
*expert*

*definite*  
*measurements*  
*inventive*

*demonstration*  
*contractor*  
*concrete*  
*delicacy*

1. Edison was a \_\_\_\_\_ who had a very \_\_\_\_\_ mind.
2. The salesman gave a \_\_\_\_\_ of the washing machine at our house.
3. Did you ever hear of the \_\_\_\_\_ of the great Paul Bunyan?
4. The \_\_\_\_\_ who built the house used poor \_\_\_\_\_ in the basement.
5. The painter took the \_\_\_\_\_ of the room so that he could give us an \_\_\_\_\_ of the cost of painting it.
6. Father allows only \_\_\_\_\_ drivers to handle his car.
7. We have very \_\_\_\_\_ rules for fire drill in our school.
8. Salmon from the Restigouche River is a great Canadian \_\_\_\_\_.

### B

*develop*  
*expression*  
*establish*

*continually*  
*affection*  
*supreme*

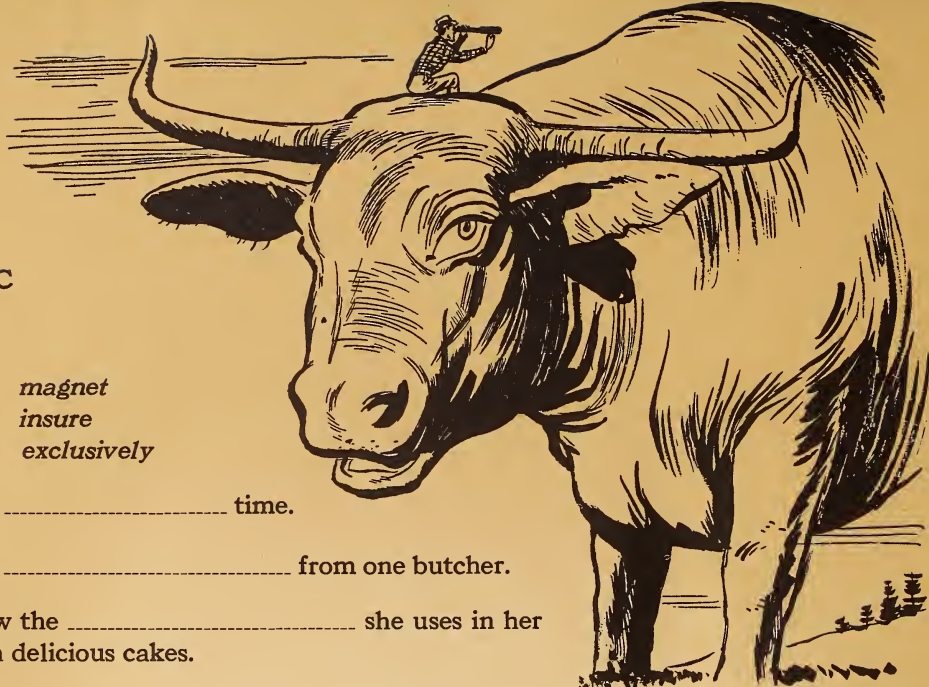
*dynamite*  
*calculate*  
*explosive*

1. The men who built this highway had to use \_\_\_\_\_ to blast the huge rocks that were in the way.
2. Who is the \_\_\_\_\_ head of your school?
3. The loving \_\_\_\_\_ in the child's eyes showed that he had great \_\_\_\_\_ for his dog.
4. All day the children were \_\_\_\_\_ running in and out.
5. Let's \_\_\_\_\_ how much this party is going to cost our class.
6. Mr. Brown would like to \_\_\_\_\_ a good grocery business in town.
7. How long does it take for the buds to \_\_\_\_\_ into flowers?
8. There is a sign on that door saying, "Keep out! High \_\_\_\_\_!"

C

methods  
yokes  
operations  
schedule  
supervision

magnet  
insure  
exclusively



1. The train came in on \_\_\_\_\_ time.
2. We buy all our meat \_\_\_\_\_ from one butcher.
3. I should like to know the \_\_\_\_\_ she uses in her baking to make such delicious cakes.
4. In Quebec we often saw \_\_\_\_\_ of oxen working in the fields.
5. The doctor had to perform two \_\_\_\_\_ this morning at the hospital.
6. John used his \_\_\_\_\_ to pick up all the pins he spilled on the floor.
7. People should always \_\_\_\_\_ their buildings against fire.
8. At our school we always have \_\_\_\_\_ in the playground during recess.

## PARAGRAPH TOPICS

### I

A paragraph that is well written will usually tell about one particular thing. After reading a paragraph we should be able to tell what it is about, that is we should be able to give its subject or topic.

Paragraph 1 of *Paul Bunyan* on page 229 serves as an introduction to the story. Paragraph 2 tells us that he was the first great woodsman or lumber-jack.

Find the paragraphs whose topics are given below and write the page number and paragraph number in the space provided.

The size of Paul Bunyan. p. \_\_\_\_\_ para. \_\_\_\_\_

Joe Muffraw decides to fight Paul. p. \_\_\_\_\_ para. \_\_\_\_\_

Joe runs away. p. \_\_\_\_\_ para. \_\_\_\_\_

How to tell the date of Paul's mighty deeds. p. \_\_\_\_\_ para. \_\_\_\_\_

The size of Babe's head. p. \_\_\_\_\_ para. \_\_\_\_\_

The invention of the electro magnet. p. \_\_\_\_\_ para. \_\_\_\_\_

Paul's griddle is put in place. p. \_\_\_\_\_ para. \_\_\_\_\_

Paul tries to invent a way to flip pancakes. p. \_\_\_\_\_ para. \_\_\_\_\_

## II

Now try writing some paragraph topics yourself. The page and paragraph numbers are given and the space beside them is waiting for you to write the topic in.

- p. 230, para. 2. \_\_\_\_\_
- p. 233, para. 3. \_\_\_\_\_
- p. 234, para. 1. \_\_\_\_\_
- p. 235, para. 2. \_\_\_\_\_
- p. 237, para. 2. \_\_\_\_\_
- p. 239, para. 2. \_\_\_\_\_
- p. 240, para. 2. \_\_\_\_\_

Use after page 240.

### SUBJECTS OF SENTENCES

1. In most sentences the thing or person we are talking about comes right at the first of the sentence. For example, *Mary puts round him her mantle of blue*. We are speaking of Mary; "Mary" is the subject of the sentence and is at the beginning. But some sentences are turned about so that the subject is at the end. For example, *Drowsily come the sheep*. If we turn this around so that the subject comes at the beginning, we have, *The sheep come drowsily*.

Some of the sentences below have the subject at the beginning and some are turned around with the subject at the end. Underline the subject in each sentence.

The shepherd is singing low.

Up in the air sailed the kite.

Slowly down the path went the dog.

Paul Bunyan drove away lippity-cut.

Very strong and large was the great Blue Ox.

Home again struggled Sir Brian.

Humpty Dumpty looked doubtful.

Rewrite the sentences that have the subjects at the end placing the subjects at the beginning.



Use after page 243.

## IN IRELAND

1. The Union Jack is made up of three crosses worked together, one over the other. One is the cross of St. George of England, another is the cross of St. Andrew of Scotland and the third, the narrow red bands crossing from corner to corner on a white ground, is the cross of St. Patrick of Ireland. St. Patrick lived over fifteen hundred years ago and we still celebrate his day on March the 17th.

2. Green is the colour we always think of in connection with Ireland because the country has so much rain that it is very green. An emerald is a very beautiful green stone, so Ireland is sometimes called the Emerald Isle.

3. The Irish people grow and eat a great many potatoes. At one time, it is said, the poorer farmers had very little else except potatoes to eat. But potatoes had never been seen or heard of in Ireland until Columbus discovered America. South America was the first place where potatoes were found, then someone introduced them into Ireland where they became very popular.

4. The Irish people are great story-tellers, and like to tell tales of fairies and ghosts. One of their old stories tells that long ago a great giant built a bridge across the sea from Ireland to Scotland. To prove it they point to a great number of huge stone posts running from the shore out into the sea. These stones look as if they had been driven deep down into the floor of the sea by a giant hammer, and the Irish say they are all that is left of the bridge. They are called the "Giant's Causeway".

5. When you dry the dishes for your mother you will find that a linen towel does the work much better than a cotton one. Many of the linen towels you have at home came from Ireland. Linen is made from a plant called flax which grows particularly well in Northern Ireland. In Belfast, which is a large city in Northern Ireland, more linen is made than in any other city in the world.

6. The Irish people don't hurry or worry. They are merry and fun-loving. They enjoy this world very much and the next world seems almost as real to them as this one. Ireland, all in all, is a very interesting country to visit.

Number the paragraph topics below in the order in which they occur in the story above.

- ☐ Irish linen
- ☐ The Union Jack
- ☐ Potatoes in Ireland
- ☐ The character of the Irish people
- ☐ The Irish national colour
- ☐ The Giant's Causeway



Use after page 242.

Many of the words in the poem *Lullaby* (page 244 of *Over Land and Sea*) are spelled in such a way that when they are read they sound like a negro mammy talking. For example, the word *poor* is written "po'".

The words in the poem that have been changed in this way by the Mammy are printed in the columns below. In the blank space beside each word write the word correctly spelled. (The first one is done for you.)

<i>Mammy's word</i>	<i>Correct Word</i>	<i>Mammy's word</i>	<i>Correct Word</i>
Stanza 1		Stanza 3	
fu'	for	hyeah	
Po'		Mos'	
tiahed		def	
gwine		yo'se'f	
tomorrer		out o' bref	
sho'		dem hans	
tole		sich	
dat		stan'	
befo'		twell	
mo'		Stanza 4	
Stanza 2		cain't	
Th'owin'		hol'	
a-runnin'		yo'	
wil'		haid	
jes'		whut	
lak		de	
Mam'		chillun's	
whup		Stanza 5	
atter		runnin' roun'	
		dah now	

## EXAMINING WORDS

Read again the poem on page 246 of *Over Land and Sea*. In this poem you will find six words that end with the letters *ing*. Five of these words tell of an action of some kind. One of them does not suggest any kind of action.

- ☐ 1. On line 1 write the six words ending in *ing*.
- ☐ 2. Underline the word that does not suggest action.
- ☐ 3. Five of the words are made by adding *ing* to a shorter word. On line 2 write the short word under the word ending in *ing*.
- ☐ 4. When you have done all the things you have been told to do, put a check mark in each box.

Line 1 .....

Line 2 .....

The pairs of words below at the left sound alike but have different meanings. Put them in the correct places in the sentences on the right.

- |    |   |  |
|----|---|--|
| 1. | <div style="display: flex; align-items: center;"> <div style="margin-right: 5px;">{</div> <div style="margin-right: 5px;">bridle</div> </div> <div style="display: flex; align-items: center;"> <div style="margin-right: 5px;">{</div> <div style="margin-right: 5px;">bridal</div> </div>     | <p>The ..... party has entered the church.</p> <p>A ..... can be bought at a harness shop.</p> |
| 2. | <div style="display: flex; align-items: center;"> <div style="margin-right: 5px;">{</div> <div style="margin-right: 5px;">presents</div> </div> <div style="display: flex; align-items: center;"> <div style="margin-right: 5px;">{</div> <div style="margin-right: 5px;">presence</div> </div> | <p>Your ..... at the school is required.</p> <p>They all took ..... to the birthday party.</p> |
| 3. | <div style="display: flex; align-items: center;"> <div style="margin-right: 5px;">{</div> <div style="margin-right: 5px;">sun</div> </div> <div style="display: flex; align-items: center;"> <div style="margin-right: 5px;">{</div> <div style="margin-right: 5px;">son</div> </div>           | <p>Father and ..... went away together.</p> <p>The ..... shone and the wind blew.</p>          |
| 4. | <div style="display: flex; align-items: center;"> <div style="margin-right: 5px;">{</div> <div style="margin-right: 5px;">dew</div> </div> <div style="display: flex; align-items: center;"> <div style="margin-right: 5px;">{</div> <div style="margin-right: 5px;">due</div> </div>           | <p>A heavy ..... lay on the grass.</p> <p>Mother says the rent is ..... to-day.</p>            |
| 5. | <div style="display: flex; align-items: center;"> <div style="margin-right: 5px;">{</div> <div style="margin-right: 5px;">veil</div> </div> <div style="display: flex; align-items: center;"> <div style="margin-right: 5px;">{</div> <div style="margin-right: 5px;">vale</div> </div>         | <p>The bride wore a lace .....</p> <p>In a poem, a valley is often called a .....</p>          |
| 6. | <div style="display: flex; align-items: center;"> <div style="margin-right: 5px;">{</div> <div style="margin-right: 5px;">fairy</div> </div> <div style="display: flex; align-items: center;"> <div style="margin-right: 5px;">{</div> <div style="margin-right: 5px;">ferry</div> </div>       | <p>We crossed the river on a ..... boat.</p> <p>A pretty ..... was riding on a wave.</p>       |

## THE LETTER 'S'

1. The letter "s" is used more often than any other letter to begin words. It is often put at the end of a word which means one thing to make it mean more than one. For example, the word *boy* which refers to one boy can be made to mean more than one by adding 's'—*boys*. "Boy" is said to be *singular* and "*boys*" is *plural*.

Find all the words on page 248 of *Over Land and Sea* that are plural, ending in "s" and write the singular form beside each. There are eleven.

.....

.....

.....

2. Sometimes “s” is used instead of the word *is*. There are four examples of this in this poem. Write the lines in which each of these occur.

-----

-----

-----

3. Make a list of all the pairs of words that rhyme in this poem. Example: *day, spray*

-----

-----

-----



Use after page 248. Extending vocabulary. Following directions.

THE YAK

A “llama” is an animal that lives in South America, but a “lama” is a priest in the country of Tibet—or Thibet as Mr. Belloc spells it in his poem *The Yak*. Tibet is a country lying between India and China, high in the mountains, and much of it is a “desolate region of snow”, as we read in the poem. The people are much like the Chinese in many ways. One out of every three boys in Tibet becomes a priest, or “lama”, and starts to school when he is very young to be specially trained for his life in a monastery.

The most important animal in Tibet is the yak which looks something like an ox, with long thick hair and wide-spreading horns. The people of Tibet simply could not live without yaks. They use them as we do horses, and since no trains or motor cars are allowed in Tibet, you can see how important the yak is. They also drink the yak’s milk, eat its meat, use its skin to make clothing and shoes, and weave fine cloth from its long hair.

The yak is very strong and does not mind the bitter cold weather of this “desolate region of snow”. Its long hair keeps it warm. It can carry a very heavy load, is careful and sure-footed in climbing among the loose mountain rocks, and it can live on almost any sort of grass or plant that happens to be growing where it is.

The yak, in fact, is so valuable that often it is used instead of money. A man who wanted to sell his farm might say it was worth so many yaks instead of so many dollars.

Without looking back, write down five reasons why the yak is important.

- 1. -----
- 2. -----
- 3. -----
- 4. -----
- 5. -----

Use after page 249.

# THE MILLER OF THE DEE

Page 251 of *Over Land and Sea*.

1. The words in the column on the left are easy words, but there are other words meaning the same thing which are more commonly used. After each word are five other words. One of these words means the same as the word in the column on the left. Draw a line under the word that means the same.

dwelt —sat, worked, lived, felt, slept  
 hale —tall, healthy, sick, cold, icy  
 blithe —gay, sad, light, musical, common  
 doffed —put on, dusted, held, took off, brushed  
 quoth —earned, paid, said, bought, sold

2. In the first stanza of *The Miller of the Dee*, the second, fourth, sixth, and eighth lines end in the same sound, that is to say, they *rhyme*. The first, third, fifth, and seventh lines end in different sounds. They do not rhyme. Write as many words as you can think of that rhyme with each of these words:

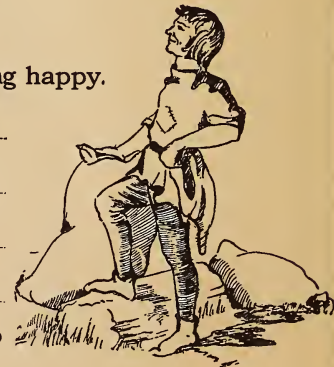
bold \_\_\_\_\_  
 night \_\_\_\_\_  
 song \_\_\_\_\_  
 I \_\_\_\_\_

3. Make the third line rhyme with the first line, and the seventh line rhyme with the fifth line by writing a suitable word in the blank space.

There dwelt a miller, hale and bold,  
 Beside the river Dee;  
 He worked and sang in heat and \_\_\_\_\_  
 No lark so blithe as he;  
 And this the burden of his song  
 For ever used to be:  
 "To envy others is quite \_\_\_\_\_  
 And nobody envies me!"

4. Make a list below of the reasons the miller gave the king for being happy.

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



5. The king does not give any reasons why he is unhappy. What do you think might be his reasons for being unhappy?

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

6. Underline all the words below that might be used to describe the miller. Put a circle around the words that describe the king. If any of the words describe neither the king nor the miller, do not mark them.

gay	free	sad	rude	envious
cheerful	cowardly	independent	blithe	friendly
polite	haughty	honest	scornful	curious

### RHYTHM

1. The last line in each stanza below contains a word that breaks the regular swing of the poem. Read each stanza to yourself and find the unnecessary word. Then cross out the word and read the poem again.

If I were in a fairy tale,  
And it were my good luck  
To have a wish, I'd choose to be  
A perfectly lovely snow-white duck.

When she puts off into the pond  
And leaves me on the brink,  
She wags her stumpy tail at me,  
And gives gravely a saucy wink.

Which says as plain as words could say,  
I'm safe as safe can be,  
Stay there, or you will drown yourself.  
The pond was just made for me.

She goes a-sailing to and fro,  
Just like a fishing boat,  
And steers and paddles all herself,  
And never wets her fleecy coat.

Then in the water, upside down,  
I've often seen her stand  
More neatly than the little boys  
Who do it sometimes on the land.

And best of all, her children are  
The ducklings, bright as gold,  
Who swim about the pond with her  
And always do as they are told.

2. One line in each stanza below contains a word that breaks the regular swing of the poem. Read each stanza to yourself until you find the unnecessary word. Then cross out the word and read the poem again.

Dark brown is the river.  
Golden is the sand,  
It flows along for ever,  
With maple trees on either hand.

Green leaves a-floating,  
Castles of the frothing foam,  
Boats of mine a-boating—  
Where will all come home?

On goes the flowing river  
And out past the mill,  
Away down the valley,  
Away down the hill.

Away down the river,  
A hundred miles or more,  
Other little children  
Shall bring my toy boats ashore.

### RHYME

1. The words in the fourth line of each of the following verses are in the wrong order. Rearrange the words in each of these lines to make the line rhyme with the one before it.

Between me and the rising sun  
This way and that the cobwebs run;  
Their myriad wavering lines of light  
Dance out of sight and up the hill.

There is no land possesses half  
So many lines of telegraph  
As those the spider elves have spun  
Between the rising sun and me.

2. In the following poem the first and second lines should rhyme, and the third and fourth lines should rhyme. In each stanza the words of one line have been put out of order. Find the line that is wrong and change the order of the words so that the rhyme will be correct.

### KITTEN'S NIGHT THOUGHTS

When Human Folk put the light out  
And think they've made it dark as night,  
A Pussy Cat sees every bit  
As well as when the lights are lit.

---

When Human Folk have gone upstairs  
And said their prayers and shed their clothes  
And there is no one to annoy,  
Then Pussy may her life enjoy.

---

No human hands to pinch or slap,  
Or rub her fur against the nap,  
Or throw cold water from a pail,  
Or make of her tail a handle.

---

And so you will not think it wrong,  
When she can play the whole night long,  
With no one her play to disturb  
That Pussy goes to bed by day.

---

Use after page 252.

The meanings of some of the lines in the poem *The Old Tree* (page 256 of *Over Land and Sea*) are given below. Under each meaning write the line which expresses the meaning.

1. I wish I knew everything that the old tree has seen and heard.

---

2. It has been torn and broken by severe storms.

---

3. The old tree does not tell what it knows.

---

4. It has felt the force of heavy rains every fall.

---

5. The light and shade on its leaves make it look like an old lace design.

---

6. In April it seems as if the old tree had been changed by magic.

---

In the poem, *The Wish*, (pages 257 and 258 of *Over Land and Sea* there are three speakers; (a) the author, who is telling the story, (b) the Leprecaun, and (c) a child.

1. How are the words of the author shown? Place X before the correct answer.

----- They have quotation marks around them.

----- They have no quotation marks.

----- They are enclosed in brackets.

2. Who is speaking in the first three lines of stanza 2?

----- The author

----- The Leprecaun

----- A child

3. In the last line of stanza 1, the Leprecaun says "For fear they'd be lonely." Who (or what) might be lonely?

----- The Leprecaun

----- The court fairies

----- The shoes

4. What is meant by "pay me my price" (stanza 2, line 3)?

----- Pay me for the shoes

----- Give me my wish

----- Pay me the money you borrowed.

5. What do the words "for the sight of your eyes" mean (stanza 3, line 1)?

----- to look at and enjoy

----- in exchange for your eyesight

----- to help you to see better

6. There are three words that prove it was a girl and not a boy who was speaking to the Leprecaun. What are they? In what stanzas and lines are they found?

----- Stanza ----- line -----

----- Stanza ----- line -----

----- Stanza ----- line -----

7. How does the poet express the ideas in the lines below? Quote from the poem in the space provided.

(a) "Just do as you please," he said. -----

(b) "I can't be bothered with a girl that takes so long to make up her mind." -----

-----  
(c) "I've caught you three times at your work." -----

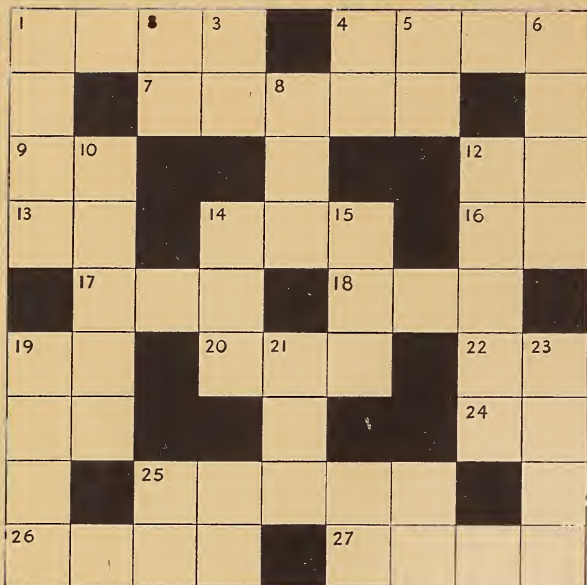
-----  
(d) "Think over carefully what you want to wish for, so that you make no mistake." -----

-----  
(e) "I see that you can't decide." -----

-----  
(f) "It's really a problem," he said. -----

## CROSSWORD PUZZLE

(Building a Sky-scraper, Page 259 of *Over Land and Sea*)



### Across

1. What the foundation was drilled through.
4. What holds your pencil?
7. Verse 2, line 4, word 2.
9. First and last letters of "sky-scraper".
12. Verse 1, line 3, word 4.
14. The feeling one has in looking at the sky-scraper.
16. Look ..... to the top.
17. First three letters of what we send our friends on Feb. 14th.
18. French word for "friend".
19. "You and I."
20. Piece of ground on which a building is put.
22. Last two letters of last word in line 3, verse 1.
24. The workmen ..... their work well.
25. What the beams are made of.
26. July, 1950, was the ..... of its beginning.
27. When it is finished we will take a ..... through the building.

### Down

1. Last word in line 2 of last verse.
5. Letters used to mean "in the year of our Lord".
6. The foundation was drilled ..... down in the rock.
8. Opposite of "high".
10. Verse 3, line 3, word 2 (without the "ed").
12. First word in the title (without "ing").
14. Last verse, line 2, word 2 (minus the "t").
15. What to do when hungry.
19. Word meaning to unite pieces of metal by hammering while the metal is soft and hot.
21. Verse 1, line 4, word 1.
23. The Leprecaun said "Just be pleasin' ..... fancy".
25. Initials of poet who wrote "The Falling Star".

## THE INCHCAPE ROCK

(Page 262 of *Over Land and Sea*)

1. Some of the words in this poem are not in common use today. For example, instead of "joyance", in verse 5, we would use "joy", or "joyfulness". What would we say instead of the following?

(a) The wind hath blown a gale all day.

(b) At evening it hath died away.

(c) Quoth Sir Ralph, "It will be lighter soon."

(d) Canst hear the breakers roar?

### List 1

pious (.....)	excess (.....)	gale (.....)
buoy (.....)	plague (.....)	despair (.....)
surge (.....)	scoured (.....)	cursed (.....)
mariner (.....)	plundered (.....)	fiends (.....)
perilous (.....)	haze (.....)	knell (.....)

### List 2

dangerous	hopelessness	storm	annoy
devils	robbed	scrubbed clean	funeral bell
mist	ocean wave	float	swore at
religious	too much	joyful	sailor

2. Choose the word or words from List 2 that mean the same as the word in List 1. Write it in the space in brackets after the word.
3. Fill each blank space in the sentences below with a suitable word from List 1.
  - (a) Columbus set out on his ..... voyage with three small ships.
  - (b) We shall not ..... of being rescued as long as daylight lasts.
  - (c) The highway robbers ..... the rich travellers.
  - (d) A strong ..... of wind came up and blew the ..... from the valley.
  - (e) ..... means too much of anything.
  - (f) If you swim beyond the ..... you will be in deep water.
  - (g) The campers ..... the pots and pans with sand.
  - (h) The old ..... told us many tales of his life at sea.
  - (i) Some of his stories were sad but others were .....
  - (j) The bells rang mournfully as if for a funeral .....
  - (k) The priest was very faithful and .....

### WORD REVIEW

Fill in the blank spaces with the correct words. You are given the page of the Reader on which the word appears, and the meaning of the word.

- |                         |                           |
|-------------------------|---------------------------|
| p. 250—large bird ..... | 254—heavenly body .....   |
| 251—small bird .....    | 254—name of a month ..... |
| 251—gay, merry .....    | 256—torn apart .....      |
| 252—good-bye .....      | 256—very old .....        |

## CAROL'S CHOCOLATE CAKE

Carol's mother had a very bad cold. "Stay in bed, Mother, and read a magazine", said Carol. "When I come home from school I'll get supper."

"Some supper that will be!" sniffed Michael.

"Now my dear little brother", said Carol to herself, "I will just show you a thing or two. I'll bake a chocolate cake; that's what I'll do and maybe you'll apologize for that rude remark."

At four o'clock Carol bustled in, put on her mother's apron and got out the cookbook.

"Oh dear, I don't think that cake pattern is written down. Mummy just remembers it. I'll have to ask her. I'll get out everything I think I'll need—flour, of course; sugar, butter, eggs, cocoa, baking powder, I think; a bowl, a spoon, egg-beater, and a tin to bake the cake in. Wish I knew the quantities."

Carol flew around and had everything on the table in no time. The bedroom was quite close to the kitchen and the door was ajar. She was glad she didn't have to run upstairs every time she asked a question.

"You're a good girl, Carol", said mother. "Daddy will be so pleased with you for making his favourite cake."

"First take a quarter of a cup of butter. A cup is just half a pound. So if you divide the pound in half, then cut the half exactly in two you will have half a cup. Cut the half cup exactly in two and you have a quarter cup. Put it in your bowl and let it stand to get a bit soft while you measure the other things."

Carol hurried to do this. She measured carefully saying to herself, "Half a pound is a cup; half of that is half a cup; and half of that again is a quarter cup. O.K., mummy!"

"Measure out a cup of sugar, then beat an egg with the egg-beater; two things to do this time."

"That's easy", said Carol, "and I always did like to play with that old egg-beater."

When that was done, Mother said, "Measure a cup and a half of flour into the sifter and put with it two teaspoons of baking powder and two tablespoons of cocoa. Sift this onto a piece of wax paper."

"Hadn't I better turn the oven on now Mummy? How hot should it be?"

"Moderate, about 350 degrees. Is the butter soft yet?"

"Yes, it's nice and mushy", said Carol.

"Now, dear, pay strict attention. Put the sugar in with the butter and stir till they are well mixed and creamy. Then put the beaten egg in and stir again for about a minute."

Carol disappeared and Mother heard a terrific clatter. She expected any minute to hear a crash as everything went on the floor. However, Carol appeared with the bowl in her hands and asked, "Does it look all right?"

"Perfect", said Mother. "Now measure three quarters of a cup of milk".

"Milk, that's one thing I forgot, I hope we have some." She dashed to the refrigerator. "What a relief! Now what do I do with it?"

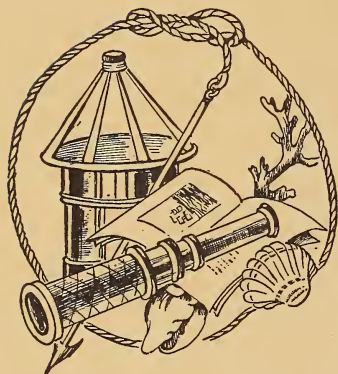
"You mix the sifted flour, the butter, sugar, the egg, and the milk all together, a little at a time, till it's nice and smooth. Put in a teaspoonful of vanilla. Grease the cake tin well with a little butter and pour the mixture into it. Is that too much to remember?"

"Oh, no" said Carol, "my teacher says I have a good memory!"



## THE WHALE

1. Whales may look something like fish, and live in the water but they are not really fish at all. They are animals of quite another kind. What is there about them that puts them in a different class from fish? They are warm-blooded instead of cold-blooded as fish are; they have to come to the surface to breathe air, while fish breathe under water through gills; and the young whales are fed their mothers' milk as the higher animals are, while young fish have to shift for themselves as soon as they are hatched.



2. Mr. Pendexter, in the story, remarked that to kill a whale requires a harpoon and a crew of men, and a whale-boat. On page 292 of your Reader, *Over Land and Sea*, you will see a picture of a harpoon. But it doesn't look much like the "makeshift harpoon flung with the sure skill of an old whaler", with which Grandsir' killed his whale. He made his harpoon in a hurry with things he had at hand. The picture also looks very little like the harpoons used today. Modern harpoons have only one point, or barb, and they are fired from a gun fixed to the front of the whale-boat. An air pump with a hose is used to pump air into the dead whale to keep it afloat. Before this was invented many valuable whales were lost because it was impossible to keep them from sinking.
3. What is it that makes a whale such a valuable animal? There are three things—oil, whale-bone, and meat. Of these, the first is by far the most important. In the last paragraph of the story *Grandsir'* we read, "Whale oil is not used for lamps in these days of course. But there are many uses for it." It is used to make some kinds of margarine which, for many people, takes the place of butter. Some soaps and face creams are made with whale oil. The oil comes from a thick layer of fat, called blubber, which lies between the skin and muscles of the whale.
4. The second article, whale-bone, is not nearly as important as it used to be before steel took its place in many things. The small amount now used is nearly all made into brushes.
5. Whale meat, on the other hand, is becoming more important lately since many countries are finding it hard to buy other meat. More and more people are eating whale meat and many of them find it quite satisfying. The meat, blubber and bone of the whale, after all the valuable oil is removed, are ground up and make excellent fertilizer.
6. There are many different kinds of whale and they vary in length from four feet up to a hundred. If you measure the length of your classroom, you will have some idea of the size of a big whale. Maybe you will see one some day if you take a trip across the ocean. But don't bother to take a harpoon with you!

1. The following paragraph topics of the story about whales are not in the right order. Number them to show their correct order.

----- The use of whale meat  
----- The size of whales  
----- Whales are not fish  
----- Uses of whale oil  
----- Harpoons  
----- Use of whale-bone

2. Using one or two words, answer the following questions in the space provided.

(a) What does a whale have that shows it is an animal, not a fish?

1. -----  
2. -----  
3. -----

(b) What two things did Grandsir' use for his makeshift harpoon?

1. -----  
2. -----

(c) How are harpoons thrown today? -----

(d) What is the most valuable part of the whale? -----

(e) What is the least valuable part? -----

(f) What is made of the meat, bones, and blubber after the oil is removed? -----

(g) What is the length of the largest whales? -----  
-----



## THE SILVER LLAMA

When you were reading the story of Cusi and his silver llama, you probably looked at a map of South America and found that Peru is a country on the west coast, just south of the equator. Most of Peru is high up in the Andes Mountains, from which the rivers run rapidly down to the Pacific Ocean.

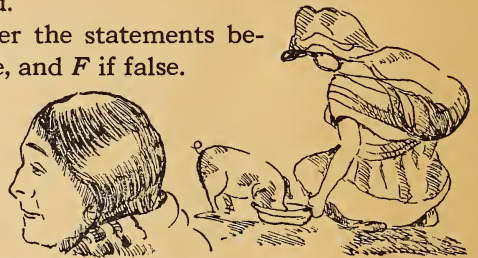
Long ago in Peru there lived one of the most civilized tribes of Indians ever known. They were called "Incas", and they were intelligent, very rich, and great workers. Like the Aztecs of Mexico they built fine palaces and had great treasures of silver and gold. Their capital city was called *Cuzco*, but there is very little of it left to-day, except the ruins of the Inca palaces.

The llama is as important to the people of Peru to-day, as the yak is to the people of Tibet. As Cusi's family remarked, "We have meat, we have wool to spin and weave, we have milk for cheese, and we have everything we need when we have our llamas."

A man from Norway, named Thor Heyerdahl, got the idea somehow, that long ago people from Peru had built rafts and sailed across the Pacific Ocean to the South Sea Islands. As this is a distance of 4300 miles, most people laughed and said this was impossible. Thor Heyerdahl became so sure however, that he decided to build a raft just like the natives of Peru used four hundred years ago and try the journey himself. And that is just what he did, to prove that it really could happen. He and five other men flew to Peru, cut down huge balsa trees and lashed the logs together with ropes. They could use no nails for the people of Peru four hundred years ago, knew nothing of nails. The ocean currents and the winds both flow steadily westward in this part of the world, and these carried the little balsa wood raft and its six passengers 4300 miles across the Pacific in 101 days. The adventures of the trip have been told by Heyerdahl and make a most interesting book called *Kon Tiki* which is the name the adventurers gave to the raft. By this dangerous voyage, it was proved that the natives of the South Pacific Islands could have come from Peru.

After reading the paragraphs above decide whether the statements below are true or false. Put *T* in the space provided if true, and *F* if false.

1. Peru is on the west coast of South America. ....
2. Peru is a very flat country. ....
3. The Incas were savage, poor, and lazy. ....



4. Cuzco is a city of ruins today. ....
5. The llama is used only for carrying loads. ....
6. Thor Heyerdahl is a Frenchman. ....
7. He wanted to prove that natives of the South Seas might have come from Peru. ....
8. He and his five friends built a raft and named it "Kon Tiki". ....

9. The raft had a gasoline motor. ....
10. The Kon Tiki sailed across the Pacific in two months. ....
11. Winds and ocean currents took the raft across the Pacific. ....
12. Thor Heyerdahl proved that it was impossible for people from Peru to have sailed to the South Sea Islands. ....

## KING ALFRED, THE GREAT

King Alfred lived over a thousand years ago. He is sometimes called Alfred the Great because he was a good Christian king and did many things for his people and for England.

When Alfred became King, England was having a great deal of trouble with the Danes who sailed across the North Sea, landed on the shores of England, robbed the towns and villages and then sailed quickly away again. Sometimes they were so bold that they stayed and fought the English on land, and nearly always the English were beaten.

Alfred decided that the best way to drive off the Danes was to build better ships than theirs and attack them at sea. So this he did, and that was the beginning of the British navy.

Alfred then put his mind to making England a better place to live in, and to teaching the people. He made very strict laws and punished all who did not obey, so that there was law and order in his reign. He brought teachers from Europe to teach men, women, and boys and girls to write and read. He began a school which afterwards became one of the greatest in the world—the University of Oxford.

As the play tells us, King Arthur invented a way to measure time by burning candles. Just how he happened to hit upon this idea is not known, but the explanation given in the play may be the correct one.

There is a statue of Alfred now in the place where he was born. On it are written these words: "Alfred found learning dead and he restored it; the laws powerless and he gave them force; . . . the land ravaged by a fearful enemy and he delivered it. Alfred's name shall live as long as mankind shall respect the past."

Read the following questions and put a check mark (✓) beside each one that is answered in the above account of King Alfred. Be prepared to defend your decision by reading from the account.



1. When did King Alfred live? .....
2. What was his father's name? .....
3. Was Alfred a good or a bad king? .....
4. How old was Alfred when he became king? .....

5. What enemies did Alfred have to fight? .....
6. How did Alfred decide to fight these enemies? .....
7. At what battle did he defeat them? .....
8. What did Alfred do about the English laws? .....
9. What was the name of Alfred's wife? .....
10. What great school was started by Alfred? .....
11. What words are written on his statue? .....
12. Where was Alfred buried? .....



## WORDS ENDING IN "ER"

Many words end in "er". In some it is simply the last syllable, as in "mother".

In others "er" has been added to another word to make it mean "more", such as, "great, greater".

In still others it has been added to a word to make it mean "one who does", for example, "own, owner". An "owner" is "one who owns something".

### I

In the following list of words, the ones that simply have "er" as their last syllable are italicized. Of the others, underline *once* the words that have "er" added to mean "more"; underline *twice* the words that have "er" added to mean one who does something.

<i>character</i>	<i>splinter</i>	follower	taller
provider	longer	<i>daughter</i>	buyer
<i>shoulder</i>	<i>together</i>	lower	sweeper
<i>slipper</i>	boxer	<i>cover</i>	idler

### II

In the next list, put the words in three columns; the first column for the words that have "er" simply as a last syllable; the second for words that have had "er" added to mean "more"; the third for words that have had "er" added to mean "one who does".

*happier, larger, whether, waiter, closer, bigger, tinker,*  
*enter, cinder, sharper, after, wander, safer, fighter.*


### III

In this list add "er" to all the words and separate them into two groups, in one column put the words that mean "more" when you add "er"; and in the second column put the words that mean "one who does".

*think, low, help, great, mend, hard, bright, beat,*  
*sleep, report, remind, dark, fresh, rough, poor, work.*


## TESTING YOUR KNOWLEDGE

To test your knowledge of the meanings of words in *The King's Invention*, (page 307 of *Over Land and Sea*,) see if you can place the words listed below in the proper blank spaces in the sentences following.

### I

<i>condition</i>	<i>stag</i>	<i>girdle</i>
<i>dame</i>	<i>garments</i>	<i>exit</i>
<i>imagination,</i>	<i>scholar</i>	<i>peasant</i>
<i>coarse</i>	<i>author</i>	<i>position</i>

1. This cloth is too \_\_\_\_\_ to be used in making fine \_\_\_\_\_.
2. When an \_\_\_\_\_ writes a story he uses his \_\_\_\_\_.
3. The poor \_\_\_\_\_ working in the fields would have liked to go to school and become a \_\_\_\_\_.
4. The grand \_\_\_\_\_ wore a blue gown with a golden \_\_\_\_\_.
5. Our seats in the theatre were in a good \_\_\_\_\_ to make a quick \_\_\_\_\_ in case of fire.
6. The starving hunter was in no fit \_\_\_\_\_ to shoot the \_\_\_\_\_.

### II

*monks, invention, indicate, wallet, contrary, impudence, vagrant, contrivance, appeal, extent, position, batch, assert, incident.*

1. The \_\_\_\_\_ of the telephone was an important \_\_\_\_\_ in the history of our country.
2. The \_\_\_\_\_ who taught the boys' school took in the poor \_\_\_\_\_ and fed him.
3. Mother made a \_\_\_\_\_ of cookies and gave a dozen of them to my aunt.
4. He was sent home from school because of his \_\_\_\_\_ to the teacher and his \_\_\_\_\_ ways.
5. A \_\_\_\_\_ is a leather \_\_\_\_\_ to hold money.
6. I \_\_\_\_\_ to you for money to help these people and to \_\_\_\_\_ your goodwill.
7. I strongly \_\_\_\_\_ that these people cannot carry on their work to any \_\_\_\_\_ without more help.

## PARAGRAPHS AND SENTENCES



1. Give the page and paragraph number for each of the following paragraph topics in the story *Adam and Nick* (pages 323 to 335 of *Over Land and Sea*).

Roger Quatermayne	p. _____ para. _____	The Abbey of St. Albans	p. _____ para. _____
Adam's harp	p. _____ para. _____	An old Roman town	p. _____ para. _____
Adam's dog, Nick	p. _____ para. _____	Nick greets Adam	p. _____ para. _____
Perkin throws his cap	p. _____ para. _____	Nick teases the boys	p. _____ para. _____

2. Write the paragraph topic of each of the following:

p. 325, para. 2 — \_\_\_\_\_

p. 328, para. 3 — \_\_\_\_\_

p. 329, para. 4 — \_\_\_\_\_

p. 333, para. 3 — \_\_\_\_\_

p. 333, para. 5 — \_\_\_\_\_

p. 335, para. 4 — \_\_\_\_\_

3. (a) Locate the sentence—that is give its page and the number of the line in which the sentence begins—which tells us that the Abbey was on the opposite side of a river from the London highway. p. \_\_\_\_\_ l. \_\_\_\_\_

(b) Locate the sentence which tells us that Adam was popular among the school-boys because he did not boast about himself though he was very proud of his father.

p. \_\_\_\_\_ l. \_\_\_\_\_

(c) Locate the sentence which tells us that Nick watched Adam and always tried to please him. p. \_\_\_\_\_ l. \_\_\_\_\_

(d) Locate the sentence which shows that Adam had a better imagination than Perkin. p. \_\_\_\_\_ l. \_\_\_\_\_

(e) Locate the sentence which shows that the prior was much too dignified to pay any attention to Perkin's cap. p. \_\_\_\_\_ l. \_\_\_\_\_

(f) Locate the sentence which tells that the church was the most important part of the Abbey. p. \_\_\_\_\_ l. \_\_\_\_\_

(g) Locate the sentence which tells that on St. Alban's Day poor people were given money at the Abbey. p. \_\_\_\_\_ l. \_\_\_\_\_

(h) Locate the sentence which tells what vegetables the monks grew in their garden.

p. \_\_\_\_\_ l. \_\_\_\_\_

(i) Locate the sentence which shows that because of the holiday, the people who usually worked at the mill were at the Inn instead.

p. \_\_\_\_\_ l. \_\_\_\_\_

(j) Locate the sentence which shows that Adam feels that his dog has a responsibility to entertain people and must be trained for that purpose.

p. \_\_\_\_\_ l. \_\_\_\_\_

Use after page 335.



### WHAT DO YOU THINK?

#### I

Robin Hood said to Little John: "We are outlaws, brave lads who have run from evil lords. . . . If thou wilt join us, thou shalt share with us, both in hard knocks, good cheer, and the best we can take from the rich priests, evil lords, and hard-hearted merchants who venture through the greenwood."

Answer "yes" or "no" to these questions.

1. Was Robin Hood brave? \_\_\_\_\_

Is it always brave to "run from evil"? \_\_\_\_\_

Is it sometimes braver to stay and fight evil? \_\_\_\_\_

2. Did Robin Hood steal from the rich? \_\_\_\_\_

Do you think it is right to steal from the rich? \_\_\_\_\_

If the stolen money was given to the poor, would that make it right to steal from the rich? \_\_\_\_\_

3. Did Robin Hood steal from "evil lords"? \_\_\_\_\_

Do you think he and his men always stopped to find out if the lords were evil or good?

\_\_\_\_\_

4. Do we admire Robin Hood because he was brave and merry? \_\_\_\_\_

Do we admire him because he was an outlaw and stole from the rich? \_\_\_\_\_

(Discuss these questions with your teacher and the class and be prepared to defend your opinion.)

Use after page 344.

## II

Complete each of the sentences below with a word taken from the following list that will have the correct meaning.

*glade, humorous, caldron, splay, carcass, comrade, retorted,  
draughty, serf, betrayed, opponent, disadvantage, outlaw.*

1. Little John expected to be looking for a bush to sleep under if it wasn't too .....
2. "If this is your teaching, it's the teaching of cowards," John .....
3. The men ran back to the camp and drank to the health of their new .....
4. The men were busy cooking their evening meal beside the brook in a small .....
5. The meat was cooking in a large .....
6. The tall man had a twinkle in his eye, half-angry and half- .....
7. The bridge was very narrow which put both men to great .....
8. A man who was outside the protection of the law was called an .....
9. John was angry when Robin said that his feet were ".....".
10. Robin knew the man was a stranger because his speech ..... him.
11. Robin asked John how he could beat anyone with an arrow in his .....
12. John explained to Robin that he had nowhere to go for he was a runaway .....
13. Robin's blows fell here and there quick as lightning on his .....

## III

See how well you remember the details of the story of Robin and John. Read each of the sentences below and choose one of the four endings to complete the sentence correctly.

1. The number of feet separating the two men on the bridge was about .....  
*six, two, ten, fourteen*
2. The only weapon that John carried was a .....  
*sword, staff, bow, spear*
3. The big man was very strong but Robin had greater .....  
*strength, bravery, weight, quickness*
4. The first to reach Robin after he blew his horn was .....  
*Will the Bowman, Much, Scarlet, Scadlock*
5. Scarlet dashed at the stranger and put him down by .....  
*pushing, hitting, pounding, tripping*
6. Robin told John that the number of men in his band of outlaws was .....  
*45, 26, 22, 37*
7. The meat in the caldron cooking over the fire was .....  
*venison, beef, rabbit, goose*
8. Each outlaw drank to John's health with a mug of .....  
*tea, milk, ale, wine*

#### IV

The English language used in the time of Robin Hood is not quite the same as that used to-day, although it is not hard to know what is meant. Here are some of the remarks made by the men in the story, *How Robin Met Little John*, as they might be spoken to-day.

Locate these remarks in the story by writing the page and paragraph numbers in which they occur. On the blank lines write the sentences as they occur in the story.

1. Didn't you see that I was already on the bridge when you put your big feet on it?

Page.....para.....

2. If this is what you've learned, you must have been taught by cowards.

Page.....para.....

3. Hello, old fellow, where are you now?

Page.....para.....

4. I have no place to go that I know of.

Page.....para.....

5. Wait a while, perhaps you'd like something to eat before you go on.

Page.....para.....

6. No, no, stop, men. I'm not angry.

Page.....para.....

7. "Yes, men," said Robin, "we'll have a good time to-night."

Page.....para.....



## AN OUTLINE OF THE STORY

The story of Gulliver's adventure as told in *Voyage to Brobdingnag*, page 346, may be given in outline form by dividing it into eight main parts, each with two or three smaller divisions.

Such an outline is given below with some of the smaller divisions left blank. Remembering the story, fill in these parts to make the outline complete.

### I The voyage of the "Adventure"

- (a) Why Gulliver went to sea again
- (b) The course of the voyage

(c) \_\_\_\_\_

### II Landing on the island

- (a) Reason for landing

(b) \_\_\_\_\_

- (c) Gulliver runs for his life

### III The capture of Gulliver by the farmers

- (a) The approach of the reapers

(b) \_\_\_\_\_

- (c) Gulliver and the farmers try to get acquainted

### IV Gulliver is taken to the farmer's home

- (a) How the farmer carries him

- (b) Gulliver meets the farmer's wife

(c) \_\_\_\_\_

### V Gulliver goes to the Queen's Court

- (a) Gulliver meets the Queen

(b) \_\_\_\_\_

- (c) A boat is made for Gulliver

### VI Gulliver's departure from Brobdingnag

- (a) The Queen takes Gulliver on a journey

- (b) Gulliver sits sadly on the beach

(c) \_\_\_\_\_

### VII Gulliver's rescue

- (a) He is dropped into the sea

(b) \_\_\_\_\_

- (c) He tells the captain his story

### VIII Gulliver reaches England

(a) \_\_\_\_\_

- (b) A suggestion of further voyages



## THE RIGHT WORDS IN THE RIGHT PLACES

Draw a line under the words which should be used in the blank space in each sentence.

1. Gulliver went to sea again because he wanted to \_\_\_\_\_  
*make money visit relatives travel learn sailing*
2. The ship was delayed at the Cape of Good Hope because \_\_\_\_\_  
*it caught fire the crew deserted pirates came aboard it was leaking*
3. A boat with twelve men was sent to the shore \_\_\_\_\_  
*to get water to find food to attack the natives to dig for treasure*
4. Gulliver hid in the cornfield, terrified because he could hear \_\_\_\_\_  
*men running reapers cutting corn animals roaring thunder*
5. Gulliver decided to appear bold and at ease, so he went up to the farmer and offered  
him \_\_\_\_\_  
*his hat a handshake his purse a pipe*
6. Gulliver's master took him to the market place because he wanted Gulliver to \_\_\_\_\_  
\_\_\_\_\_  
*meet the people see the King see the city make money for him*
7. The farmer was afraid Gulliver would die so he decided to \_\_\_\_\_  
*sell him get a doctor give him a rest take him to the sea*
8. Gulliver pretended that his cold was worse because he wanted to \_\_\_\_\_  
*have a sleep try to escape look at the ocean row his boat*
9. The captain gave Gulliver brandy and made him lie down because he thought Gulliver was \_\_\_\_\_  
*ill tired excited crazy*

Decide which of the two words at the left should be used in the sentence and write it in the blank space provided.

- poison 1. It is sometimes hard to tell the difference between harmless and \_\_\_\_\_
- poisonous \_\_\_\_\_ mushrooms.
- piteous 2. The farmer finally seemed to understand Gulliver's \_\_\_\_\_ words.
- piteously
- ridiculous 3. To the farmers, Gulliver appeared so small that he was \_\_\_\_\_
- ridiculously
- perform 4. The people came in crowds to see Gulliver \_\_\_\_\_ on the table.
- performance
- suitable 5. The skiff was \_\_\_\_\_ fitted with mast and sail and everything necessary.
- suitably
- alter 6. Gulliver asked to have some \_\_\_\_\_ made in his box.
- alteration
- sufficient 7. The weight of the box and his body was just \_\_\_\_\_ to keep
- sufficiently it from upsetting.

## HOW DO YOU KNOW?

1. Gulliver answered that nothing could make him more proud than to devote his life to the service of so beautiful a lady.

What word tells you that Gulliver was ready to give up all his life to the Queen's service?

-----

2. The Queen replied that she would find him a suitable place to sail if he would give instructions how to build a boat.

-----

What word suggests that the right sort of place for sailing would be found?

-----

What word tells you that Gulliver would have to show the workmen how to build a boat?

-----

3. Some alterations and improvements were made in his box such as a sliding window in the roof and a silken hammock slung from corner to corner.

What word tells that changes were made?

-----

What word tells that some things were made better?

-----

4. His conduct at home was strange at first for it was long ere he became accustomed to the small size of the people.

What word tells us that it was his manner of acting that was strange?

-----

What word means "used to"?

-----

5. Feeling very depressed, he told the boy that he meant to have a sleep in his hammock and the boy closed the window.

What word tells that Gulliver felt sad?

-----

6. The box floated at a depth sufficient to prevent it upsetting but the water began to ooze in.

What word suggests that the box was just deep enough in the water?

-----

What word tells us that the water came in slowly and quietly?

-----

7. After many hours of misery and suspense he heard a grating noise on the side of the box where the staples were fixed.

What word tells us that Gulliver had been in a state of fear and worry as to what would happen?

-----

What word tells us that the sound was harsh like something rubbing or scratching?

-----

What word tells that there were metal loops on the side of the box?

-----

8. His box was alongside a ship, the crew of which had been trying by means of a capstan and a hawser to hoist the box on deck. What words tells us that the sailors were using a machine for winding a cable?

-----

What word suggests that the box would be lifted up out of the water?

-----

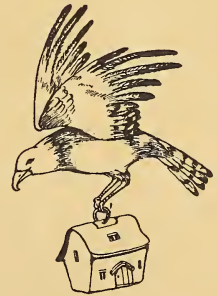
On the left is a list of numbered words; on the right is a list of meanings. Match the two lists by writing numbers from the list at the left beside the correct meaning on the right.

- |                |       |  |
|----------------|-------|--|
| 1. Brobdingnag | _____ | steps used for getting over a fence          |
| 2. Blefuscu    | _____ | an island off the east coast of South Africa |
| 3. property    | _____ | great pain and suffering                     |
| 4. Madagascar  | _____ | land of giants visited by Gulliver           |
| 5. monsoon     | _____ | wind blowing in Indian Ocean                 |
| 6. hammock     | _____ | in a manner that arouses pity                |
| 7. dense       | _____ | land of little people visited by Gulliver    |
| 8. stile       | _____ | people who look on                           |
| 9. gigantic    | _____ | something that is owned by someone           |
| 10. agony      | _____ | a bed made of canvas, hung by the ends       |
| 11. piteously  | _____ | very large                                   |
| 12. spectators | _____ | thick, close together                        |

### OPPOSITES

For each word in the right-hand column find a word in the left-hand column which is opposite in meaning.

- |                |                          |              |
|----------------|--------------------------|--------------|
| 1. gigantic    | <input type="checkbox"/> | agreed       |
| 2. agony       | <input type="checkbox"/> | half         |
| 3. poisonous   | <input type="checkbox"/> | hope         |
| 4. double      | <input type="checkbox"/> | lower        |
| 5. suitable    | <input type="checkbox"/> | tiny         |
| 6. depressed   | <input type="checkbox"/> | lost         |
| 7. hoist       | <input type="checkbox"/> | recklessly   |
| 8. sufficient  | <input type="checkbox"/> | joyful       |
| 9. regained    | <input type="checkbox"/> | insufficient |
| 10. refused    | <input type="checkbox"/> | unsuitable   |
| 11. despair    | <input type="checkbox"/> | comfort      |
| 12. cautiously | <input type="checkbox"/> | healthful    |



## WORDS THAT DESCRIBE

In the story of Aladdin there are many words that describe things or people. For example, "careless" and "idle" describe the boy Aladdin.

### I

On the pages indicated find the following describing words and write beside each one the word that tells what is described.

p. 366	famous	p. 368	large
p. 367	fine		lighted
	beautiful	p. 369	terrible
	pleasant		cunning
	narrow		wonderful
	false		powerful
	magical		foolish
	brass	p. 370	frightful

### II

Now find the following words telling what is described, and beside each one write the describing word:

p. 370	stones	p. 371	fruits
	price		garden
	bowl		jewels
p. 371	meats	p. 372	woman
	cups		deed
	feast	p. 373	slaves

## WORDS THAT TELL HOW PEOPLE FEEL

### I

In each of the sentences in this exercise there is one word that expresses very well how someone felt. Underline that word in each sentence.

1. This so grieved Aladdin's father that he died.
2. Aladdin's mother was surprised to hear of his newly-found uncle.
3. His mother was overjoyed to see her son so fine.
4. Aladdin was so tired that he begged to go back.
5. The magician flew into a terrible rage.
6. Aladdin replied fearlessly to the genie.
7. The Sultan was thunderstruck when he saw the jewels.
8. The princess was charmed at the sight of Aladdin.
9. The counsellors looked out and were lost in astonishment.
10. Aladdin was so amazed that he could not say a word.

## II

Use each of the underlined words in the exercise above in a short sentence of your own, which shows that you understand its meaning.

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### MEANINGS OF WORDS

Often it is easy to tell the meaning of a strange word by the way it is used in a sentence. Read each of the sentences below, write on the line what you think the italicized word means.

1. Aladdin's uncle offered to buy him a shop and stock it with *merchandise*.  

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2. The uncle gave Aladdin a ring and sent him on his way hoping he would *prosper*.  

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3. For two days Aladdin remained in the dark, crying and *lamenting*.  

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4. As he was entering the door of his home, he fainted on the *threshold*.  

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5. She fainted away with fright when the *hideous* genie appeared.  

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6. Aladdin asked for rich clothes, twenty slaves and a horse *surpassing* that of the Sultan.  

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7. The Sultan sent musicians with trumpets and *cymbals*, so that the air rang with music.  

---
8. The Sultan sent for his *counsellors* to ask them what had become of the palace.  

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9. He was carried before the Sultan who ordered the *executioner* to cut off his head.  

---
10. The Princess, not knowing the lamp was magic, was the *innocent* cause of the trouble.  

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## ALADDIN

Below there are given the meanings of 5 words beginning with *P*; 5 beginning with *E*; and 5 beginning with *M*. Beside each meaning is the page in the story of *Aladdin and the Wonderful Lamp* on which the word may be found. Write the word in the space provided.



### *P*

- p. 368—to be successful \_\_\_\_\_
- p. 373—poor state \_\_\_\_\_
- p. 381—refuse to stop \_\_\_\_\_
- p. 383—made known publicly \_\_\_\_\_
- p. 370—of great value \_\_\_\_\_

### *E*

- p. 374—clasped in the arms \_\_\_\_\_
- p. 377—magic power \_\_\_\_\_
- p. 378—one who cuts off heads \_\_\_\_\_
- p. 374—decorated with fancy needlework \_\_\_\_\_
- p. 370—very large \_\_\_\_\_

### *M*

- p. 366—one who does magic tricks \_\_\_\_\_
- p. 367—stock offered for sale \_\_\_\_\_
- p. 372—wedding \_\_\_\_\_
- p. 366—name of Aladdin's father \_\_\_\_\_
- p. 375—people who make music \_\_\_\_\_



Use after page 383.

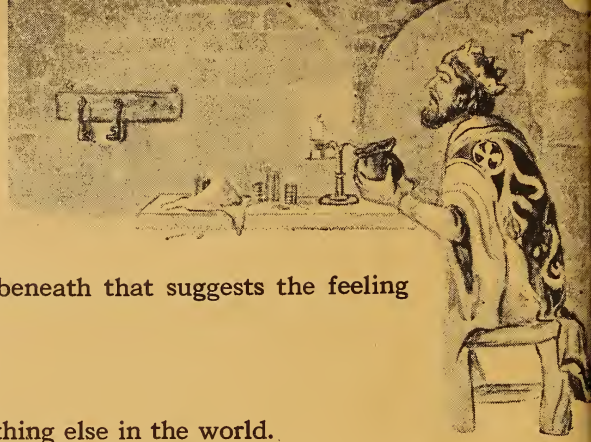
## WORDS WITH DIFFERENT MEANINGS

There is an italicized word in each sentence at the left. Read the different meanings of this word given at the right, and put the number of the correct meaning in the square before each sentence.

<input type="checkbox"/> Why did Midas <i>value</i> his royal crown?	value (văl' ũ)
<input type="checkbox"/> What is the real <i>value</i> of that car?	1. usefulness, importance
<input type="checkbox"/> People are taught the <i>value</i> of milk as food.	2. proper price
	3. think highly of
<input type="checkbox"/> My teacher <i>composed</i> a poem.	composed (côm pōzd')
<input type="checkbox"/> The walls of the house were <i>composed</i> of brick and mortar.	1. made up
<input type="checkbox"/> I was quite <i>composed</i> during the examination.	2. put together, constructed
	3. quiet, calm
<input type="checkbox"/> Did you <i>conclude</i> that this was a bad day for a sail?	conclude (kôn klūd')
<input type="checkbox"/> This number will <i>conclude</i> the programme for to-day.	1. end
	2. decide, make up one's mind
<input type="checkbox"/> Midas wished only to <i>multiply</i> his heaps of treasure.	multiply (mŭl' ti plī)
<input type="checkbox"/> To <i>multiply</i> is harder than to add or subtract.	1. an operation in arithmetic
	2. to grow greater, increase in numbers
<input type="checkbox"/> How did Midas <i>contrive</i> to pile up so much gold in one room?	contrive (kon trīv')
<input type="checkbox"/> One of the sailors <i>contrived</i> a new kind of rudder.	1. invent
<input type="checkbox"/> The prisoners <i>contrived</i> an escape from the jail.	2. plan, scheme, plot
	3. manage
<input type="checkbox"/> Mother had planned to make a <i>trifle</i> for dinner.	trifle (trī' fl)
<input type="checkbox"/> Midas thought all his wealth was a <i>trifle</i> compared to what he wanted.	1. small amount
<input type="checkbox"/> Midas loved to <i>trifle</i> with his golden treasures.	2. a kind of dessert
	3. play with, handle
<input type="checkbox"/> At the touch of Midas' hand the book appeared to be a splendid gilt-edged <i>volume</i> .	volume (vol' ũm)
<input type="checkbox"/> I cannot get enough <i>volume</i> on this radio programme.	1. book
<input type="checkbox"/> Do you know how to find the <i>volume</i> of this room?	2. amount of space occupied
	3. fullness of sound.



## THE GOLDEN TOUCH



Read each sentence and underline the word beneath that suggests the feeling in the sentence.

### I

- King Midas was fonder of gold than of anything else in the world.  
hate      fear      greed      surprise
- "Pooh, pooh, child! If these flowers were as golden as they look, they would be worth plucking."  
happiness      scorn      sadness      joy
- "O Midas, rich King Midas, what a happy man art thou!"  
rejoicing      love      sadness      worry
- "If one could live a thousand years, he might have time to grow rich."  
hope      fear      anxiety      desire
- "And pray, what would satisfy you?", asked the stranger.  
disgust      curiosity      amusement      fright
- "You certainly deserve credit, friend Midas, for striking on so brilliant a fancy."  
admiration      sorrow      pride      relief
- Midas started up joyfully and ran about the room grasping at everything.  
pain      loneliness      joy      fear
- To his great perplexity, however, excellent as the glasses were, he could not see through them.  
peace      dismay      anger      relief

### II

In the following sentences you are given a choice of three words to write in the blank space. The one word at the left will help you choose the right word by telling you the feeling to be expressed in the sentence.

- King Midas was made so \_\_\_\_\_ that the palace seemed too small to contain him.  
(joy)      sad, happy, fearful
- Marygold was one of the most \_\_\_\_\_ little people whom you would ever see.  
(happiness)      careful, scornful, cheerful
- Midas was \_\_\_\_\_ to admit that he had changed the roses to gold.  
(shame)      eager, ashamed, proud
- "I don't like roses like this," said Marygold, with \_\_\_\_\_.  
(scorn)      contempt, delight, surprise
- She sat down at the table but was so full of \_\_\_\_\_ that she could not speak.  
(sadness)      fear, joy, grief



## AN OUTLINE OF A STORY

To make a correct outline of the story, *The Golden Touch*, arrange the following topics in the proper order. One important part of the story is left out. See if you can find what it is and put it in its correct place.

Midas gets rid of the Golden Touch

The first visit of the stranger

Midas at breakfast

King Midas' love of gold

Midas as an old man

Marygold is brought back to life

The second visit of the stranger

Midas' grief for what he has done

How Midas spent much of his time

Midas received the Golden Touch

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_



## SUMMARY

Each statement below recalls an event in one of the stories or poems in *Over Land and Sea*. In the space below each write the names of the people mentioned, and the name of the story or poem in which the event takes place.

1. A boy leads his brothers and sisters in what appears to be a frightening situation.

---

---

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2. A boy finds his lost pet.

---

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3. A little girl decides that she loves the mountains

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4. A king envies a humble worker.

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5. A wicked man is punished by drowning as the result of his own evil deed.

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6. A girl has a hard time to make up her mind.

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7. Three boys destroy harmful insects.

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8. A king is scolded.

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9. A man is tumbled off a bridge.

---

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10. A boy proves to men that he is brave.

---

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11. A mother takes her children on an ocean voyage.

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12. A wicked pirate is much admired.

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### WHAT HAPPENED NEXT?

Each short paragraph below tells of an event in a story or poem in your Reader, *Over Land and Sea*. In a short sentence below, write what happened immediately afterward in the story.

1. Grandsir' climbed on the roof of the boat-house and told Martha to hold the lantern steady.

2. Bad Sir Brian went for a walk in the village without his battle-axe.

3. Paul Bunyan finally worked out a plan for flipping flapjacks.

4. As Alice watched, the egg got larger and larger.

5. Gulliver screamed as the huge foot came closer.

6. Perkin threw his cap in the air just as Adam had done.

7. Elvia and her parents followed the suto down the trail.

8. Dicky and Oswald and the robber rushed through the kitchen door.

Using the Contents of your Reader to help you where necessary and recalling the stories and poems as well as you can, answer the following questions.

1. My favourite story in *Over Land and Sea* is .....

2. It was written by .....

3. I like it because .....

4. My favourite poem in *Over Land and Sea* is .....

5. It was written by .....

6. I like it because .....

7. I think the funniest character in any of the stories or poems is .....

8. This character is in the story (or poem) called .....

9. The person I feel most sorry for in any of the stories (or poems) is .....

10. This person is in the story (or poem) called .....

11. The author in this Reader whose other stories (or poems) I should most like to read is \_\_\_\_\_  
(See if your answer for 11 is the same as for 2)
12. The picture I like best in the book is on page \_\_\_\_\_
13. It is an illustration for the story \_\_\_\_\_
14. What story in *Over Land and Sea* proves that the Leprecaun was right when he said,  
"For a wish comin' true is a bit of a surprise." \_\_\_\_\_

### SUMMARY

Some of the people in the stories in *Over Land and Sea* learned things that may have been useful to them for the rest of their lives. Some of the things learned are listed below. See if you can remember the name of the person who learned, and the name of the story in which it is told. Write these in the two columns provided.

	Person who learned	Name of story
1. It is foolish to say that people in the country know nothing of perils and thrills.	_____	_____
2. When walking through crowds in a strange city it is wise to keep close to one's friends.	_____	_____
3. One should never be rude to a caller.	_____	_____
4. Gold is not the most desirable thing in the world.	_____	_____
5. It is not always wise to believe all the flattering words of a stranger.	_____	_____
6. When Mother says, "Don't move" it is wise to obey.	_____	_____
7. People who look strange are not always unfriendly.	_____	_____
8. It is not wise to load a llama too heavily.	_____	_____
9. It is foolish to fight over who is to cross first on a narrow bridge.	_____	_____
10. If you must be rude to villagers it is best to carry a battle-axe.	_____	_____
11. When frightened it is good to be able to think clearly and quickly.	_____	_____
12. Older brothers sometimes find that younger ones can work as well as they can.	_____	_____

## CONVERSATIONS

There are many interesting conversations in the stories of *Over Land and Sea*.

Some of these conversations are described below. Write the name of the story in which each conversation is found and the names of the characters who are speaking.

1. A conversation between two birds who quarrel about food.

---

2. A conversation between two men who are discussing porpoises.

---

3. Three children discuss plans for hiding from Indians.

---

4. A lost boy tells his story to a hotel clerk.

---

5. A little girl and her cousin talk about a parrot.

---

6. A boy's father and mother tell him about olden days in Peru.

---

7. A little girl talks to an Indian chief about an attack.

---

8. A father and sons discuss plans for a day's work in the woods.

---

9. A king and a boy talk about wars in England long ago.

---

10. Two boys discuss feeding a dog.

---

11. A boy talks to a man who pretends to be his uncle.

---

12. A conversation between a king and his daughter at breakfast.

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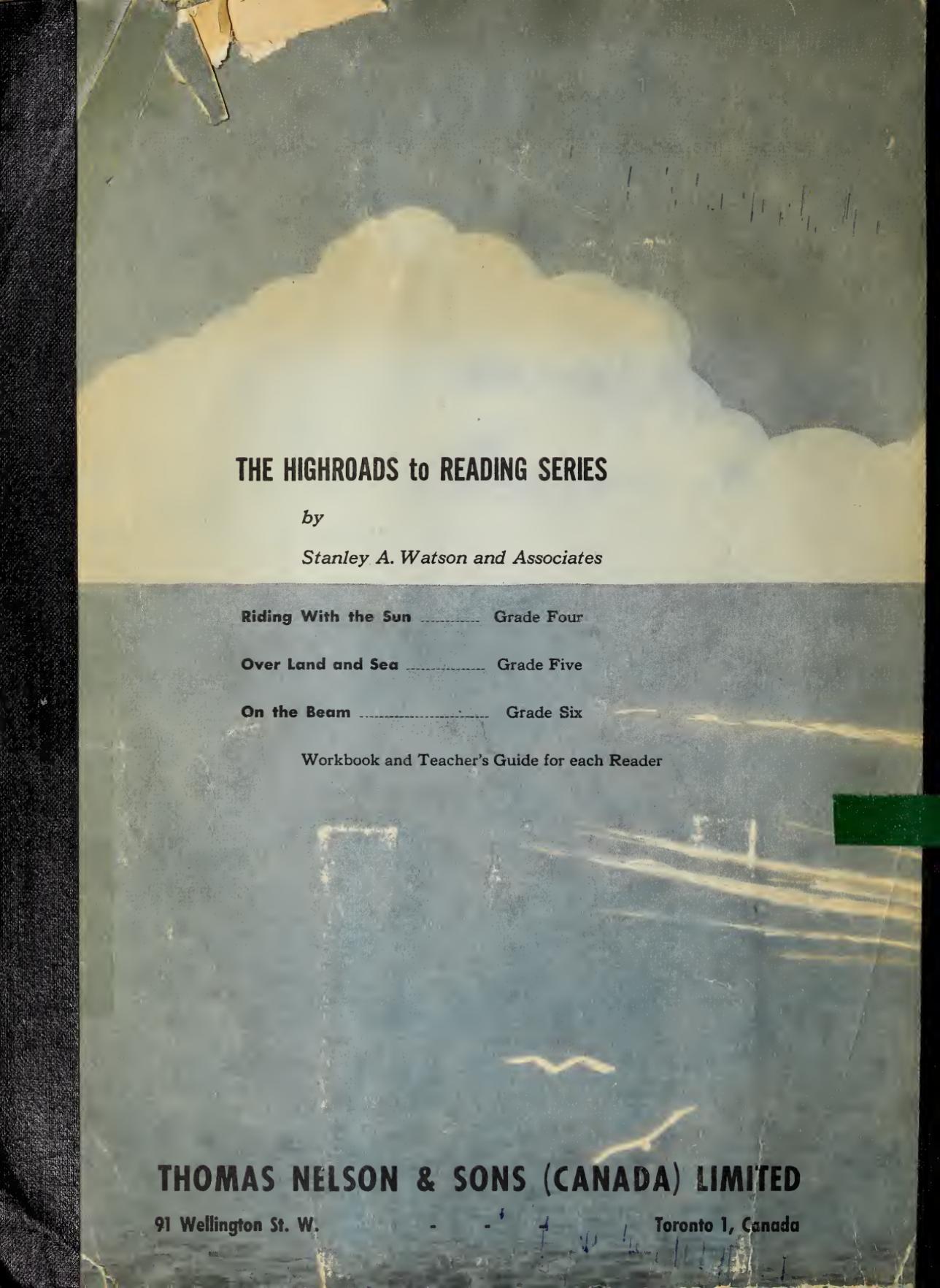
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